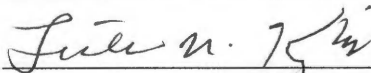
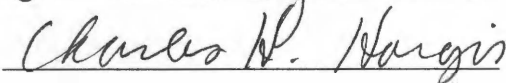


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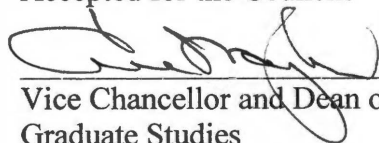
I am submitting herewith a dissertation written by Debra Jean Coffey entitled "The Perspectives of Teachers on the Reciprocal Relationship of Tutoring and Teaching." I have examined the final paper copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education with a major in Teacher Education.

  
William G. Brozo, Major Professor

We have read this dissertation  
and recommend its acceptance:

Accepted for the Council:

  
Vice Chancellor and Dean of  
Graduate Studies

THE PERSPECTIVES OF TEACHERS ON THE  
RECIPROCAL RELATIONSHIP OF TUTORING AND TEACHING

A Dissertation

Presented for the

Doctor of Education Degree

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Debra Jean Coffey

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## DEDICATION

*To the memory of my father, Gene Adna Brock.* He provided me with a shining example of integrity and steadfast devotion to God.

*To my mother, Ruby Janeway Brock.* She is an excellent role model, and I am very grateful for the consistent love, devotion, and encouragement provided by both of my parents.

*To my husband, James Parker Coffey.* He is my encourager and my companion for life.

*To my brother, Robert Alan Brock.* He has been a wonderful friend throughout my life.

*To my dear friend, Carolyn Roberts Boswell.* She has been a wonderful blessing in my life.

*To my Lord and Savior, Jesus Christ.* He is my source of inspiration, and I am grateful for the depth of His love.

## ACKNOWLEDGEMENTS

Dr. William G. Brozo has provided excellent leadership, guidance, and encouragement throughout this dissertation process. He is a mentor who has a profound effect on my life and the lives of all of the participants in this study. We are all more strategic tutors and teachers because of his influence.

The influence of a teacher never ends. This is true of Dr. Brozo and all of the members of my committee: Dr. Lester Knight, Dr. Jan Allen, Dr. Thomas N. Turner, and Dr. Charles H. Hargis. They are shining examples who invest their lives in students and make a difference in the world. I am grateful for the ways they have given me access to their thoughts during my doctoral program. I deeply appreciate their guidance, support, and encouragement.

The participants in this study are excellent teachers who truly make learning meaningful and enjoyable for students. I am grateful for the ways they have shared their experiences and expertise.

My mother has been my cheerleader throughout this dissertation process, and my husband has provided meaningful insight, guidance, and encouragement during each step. All of my family members have provided love and encouragement, which I deeply appreciate.

I am grateful for the guidance of Dr. J. Amos Hatch and all of the researchers who have given me a framework for my dissertation. My heart is filled with gratitude for all of those who have made this dissertation process enjoyable. Throughout this journey I have experienced the truth of God's promise, "I will strengthen you and help you; I will uphold you with my righteous right hand" (Isaiah 41:10b).

## ABSTRACT

The purpose of this study was to explore and describe the perspectives of teachers concerning the relationship between tutoring and teaching. This study was conducted with teachers who participated in a university reading practicum, Reading Education 539, to see how their tutorial experience influenced their teaching. Interview protocols and focus group questions were designed to determine whether they were using reading strategies in their classrooms that they used in the tutoring context and to discover how their teaching experiences shaped their tutorial experiences. Archival data from the tutorial files, including lesson plans and reflective notes compiled by the participants in this study, provided triangulation and served as springboards for interviews and focus group discussions.

During the interviews and focus group discussions the participants of this study described a strong reciprocal relationship between their tutorial experience in Reading Education 539 and their classroom teaching. As participants specified the ways that one form of instruction positively influenced the other, they noted that they used ideas from their classroom teaching during their tutorial experience. Some participants indicated that they had changed their teaching philosophy as a result of their experience in Reading Education 539 and other reading classes. All of the participants described the ways they were applying social constructivist student-centered strategies from tutoring in their classroom teaching on a regular basis. A few of these strategies were not used by all of the participants on a regular basis in teaching because of time constraints or feasibility factors. Even in those cases, participants discussed the significance of those strategies and indicated a desire to apply them regularly in their teaching practice.

Tutoring can help struggling readers experience academic success, and the participants of this study described specific ways this can be accomplished. They found creative ways to individualize instruction, emphasize interests, and instill motivation as they opened a world of reading to their tutees. As they saw the effectiveness of tutorial strategies, they continued to use these strategies in their classroom teaching.

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## CHAPTER 1

### INTRODUCTION

Reading lays the foundation for educational success because achievement in virtually all subjects hinges on the ability to read well. In spite of its importance, reading achievement is not automatic for every child. Research has shown that one in five children has difficulty in learning to read (Shaywitz, S., Escobar, Shaywitz, B., Fletcher, & Makuch, 1992). Tutorial programs in colleges and universities provide tangible ways to meet the literacy needs of children while providing in-depth training to the college students. These college students often form positive personal relationships with children as they create and implement literacy activities that increase competencies and the enjoyment of reading. At the same time, tutorial experiences can benefit the tutor-teacher by adding unique dimensions to the classroom teaching process. In other words, skills and experiences from the tutorial setting can positively affect a teacher's classroom instruction and vice-versa.

### CENTRAL ISSUES OF THE STUDY

Research shows that tutoring helps students experience academic gains and increased self-confidence (Cohen, Kulik, & Kulik, 1982; Bloom, 1984; Wasik & Slavin, 1993; Juel, 1996; Cobb, 1997; Lesh & Kelly, 1997; Elbaum, Vaughn, Hughes, & Moody, 2000). What is not as clear are the procedures tutors actually use with children in tutorial sessions in order to help them experience success (Juel, 1996; Roe & Vukelich, 2001). Research is also needed to determine the perspectives of teachers on tutoring and the interactive relationships between the tutorial process and the teaching process.

The central issue of concern in this dissertation is: What happens when the teacher becomes a tutor and applies the knowledge gained from tutoring in the classroom? The participants of this study were involved in two hours of intensive literacy instruction during one-to-one tutoring with students each week for one semester. This study was designed to determine how this tutorial experience influenced the classroom teaching and the educational perspectives of these participants. I also explored the ways teachers transferred their knowledge from the classroom setting to the tutorial setting.

## PURPOSE AND SIGNIFICANCE OF THE STUDY

The purpose of this study was to explore and describe the perspectives of teachers concerning the relationship between tutoring and teaching. I conducted this study with teachers who participated in a university reading practicum, Reading Education 539, to see how their tutorial experience influenced their teaching. Interview protocols and focus group questions were designed to determine whether they were using reading strategies in their classrooms that they used in the tutoring context. I also interviewed participants to learn how teaching experiences shaped their tutorial experiences. I used lesson plans and reflections the participants wrote during the reading practicum as springboards for interviews.

I explored the nuanced and transactional relationship between tutorial sessions and classroom-based teaching. This study was designed to provide a picture of the tutorial experiences of the participants who were involved in a university practicum by incorporating their reflections. I explored the reflections of seven participants to discover

the relationship between strategy instruction in the tutoring context and strategy instruction in the classroom context.

Research literature has shown the effects of various types of tutorial programs on the performance of students, and my work was designed to add another dimension to the literature. This was a qualitative study to explore whether teachers who participated in a reading tutorial practicum applied the knowledge they gained from tutoring to the classroom setting. I also explored whether they used knowledge from classroom teaching in tutoring.

The findings of my study may have implications for teacher education programs and university reading centers. The insights gleaned from interviews with my participants may advance our knowledge on how best to mentor teacher-clinicians in classes like Reading Education 539. They may also provide a variety of insights into both classroom-based teaching and tutorial-based instruction.

## THEORETICAL FRAMEWORK

I used a qualitative design from a constructivist and social constructivist perspective for my research to determine the perspectives and experiences of the participants. Using this theoretical lens, I explored the ways the participants helped students construct meaning from texts and provided support, or scaffolding, for the students they were tutoring. Then I considered whether they applied similar strategies in their classroom teaching and whether their previous teaching influenced their tutoring.

The constructivist theory of Piaget and the social constructivist theory of Vygotsky provided the theoretical framework for this research. Piaget focused on

individual exploration that is inspired by the curious mind of the child, and Vygotsky highlighted the child's learning process with peer or adult support (Piaget & Inhelder, 1969; Vygotsky 1934/1986). Each of these theories emphasized the child's role as the builder of new knowledge structures. Constructivism focuses on the development of mental structures for understanding concepts, and social constructivism concentrates on the context of learning and development (Windschitl, 2002). A social constructivist teacher creates a context for learning in which students share their knowledge as they engage in interesting activities that encourage and facilitate learning.

Social constructivism takes the cognitive meaning-making process and makes it interactive as individuals work together to find shared meaning. Following a social constructivist framework, tutors provide scaffolding, or cognitive assistance, to help tutees reach new levels of success. In this interactive process students gain new skills and become aware of new possibilities for expanding learning. Thus learning is a social, collaborative activity in which the teacher or tutor acts as a mentor for the student.

## RESEARCH QUESTIONS

This research project was designed to answer this overarching question: What was the relationship between the tutorial experience of the participants in Reading Education 539 and their teaching experience? Specific related questions include: (a) How did the participants' prior teaching experience affect their tutoring? (b) How did the participants' tutorial experience influence their teaching? (c) What were the most effective reading strategies the participants used in tutoring? (d) What were the highlights of the participants' tutorial experience?

## METHOD

Teachers' perspectives on the relationship of tutoring and teaching were investigated using qualitative methods (Denzin & Lincoln, 1998; Glesne & Peshkin, 1992; Hatch, 2002; Lincoln & Guba, 1990). I asked the participants questions during long interviews to discover the interactive relationship between their tutorial experiences and their teaching experience. Then I conducted focus group discussions with the participants to gain more information about whether the tutorial experience influenced the ways they viewed students and individualized instruction. I also explored the impact of their teaching experience on their tutoring. During each focus group participants shared specific books they enjoyed using with students. This served as a catalyst to reveal more about the relationship between tutoring and teaching.

I explained my study to the participants and assured them of the protection of their privacy. When I gave them an informed consent document to sign, I assured them that they had the freedom to withdraw at any time during the interview process. Two interviews were conducted at sites and times most convenient to the participants. These interviews lasted about one hour. These long interviews provided time for extended reflection as I sought to access the perspectives of the participants and explored their insights from their experiences.

Lesson plans and reflective notes the participants compiled during the university reading practicum, Reading Education 539, were discussed during the interviews. My initial objective for each interview was to establish a comfortable setting for each participant. I conveyed their freedom to share their experiences in tutoring and teaching in an environment free of specific expectations. Our dialogue during interviews followed

a conversational style. The questions for interviews and focus group discussions were initially suggested by the literature. They ultimately were refined through discussions with an expert in clinical reading, Dr. Bill Brozo, and an expert in qualitative research methods, Dr. Amos Hatch. These questions, which are in Appendix A, served as guidelines for discussion with inherent flexibility for follow-up questions to encourage expansion and elaboration of ideas expressed by the participants. The protocols that are included make the study replicable to some extent. The follow-up questions make the study less replicable, but their inherent flexibility provided opportunities for exploring interesting components of the data. Participants were considered authorities in relation to their own experiences, and I recorded and interpreted their insights. The culminating activity for the research process was the focus group discussion in which participants shared their favorite books and discussed their tutorial sessions and classroom experiences.

## PARTICIPANTS

The seven participants for this study had teaching experience before they tutored students in the university tutorial practicum, Reading Education 539. One participant had just completed a student teaching experience, and the other participants had extensive teaching experience. All of the participants are currently teaching in elementary schools. Four participants are regular classroom teachers, two are special education teachers, and one is a Reading Recovery teacher. Two of the classroom teachers previously taught special education classes, and one classroom teacher is also a reading coach. They represent seven schools in four counties surrounding the university. Teaching experience

and participation in Reading Education 539 were the main criteria for selection of participants, and availability was also important.

## DATA ANALYSIS

The interviews and the focus group discussions were transcribed, and the data was analyzed using a typological model (Hatch, 2002). Typological analysis was used to divide the data into categories that were relevant to the study. Data analysis was conducted throughout the study as I looked for common themes and extensively reviewed the data. Following the procedure outlined by the typological model, I initially identified specific categories, which were designed to incorporate all relevant data. As themes emerged from the data, I categorized the data from interviews using color-coding with *Microsoft Word*. Next I analyzed the data in relation to emerging patterns. Through additional analysis I examined the entire data set for internal consistency by searching for any contradictory examples. In the final steps of analysis I used themes from analysis as a basis for categorically writing brief summary statements and collecting significant quotes from the interviews to explore relationships in my findings.

The typological model, which is particularly appropriate for interview studies, revealed interesting relationships and patterns in my research data. As I examined the data from the interviews and focus groups, my research questions were typologies, and questions from my protocols indicated subcategories within the typologies. Ongoing data analysis after each interview and focus group as well as extensive analysis throughout the research process provided insight into the experiences of the participants.

## ASSUMPTIONS

The following assumptions were made in this study: (a) The participants gave honest responses to the interview questions that accurately reflected their experiences in tutoring and teaching. (b) The participants were assured that their responses would be confidential and anonymous. (c) The interviews and the focus group sessions provided a fairly comprehensive view of the thoughts and feelings of the participants.

## LIMITATIONS AND DELIMITATIONS

This study was limited to the experiences of seven participants who were involved in the university reading practicum, Reading Education 539, and who are currently teaching. The thoroughness of the participants' responses was limited by their frames of reference and their temporal distance from the university reading practicum. The interview questions and focus group questions may not have completely addressed the issues involved. Interviews, focus group sessions, and Reading Center files consisting of lesson plans and reflective notes compiled by participants provided data for this study. I did not observe in the classrooms of the participants, but they brought letters and items such as interest inventories to show how they were applying ideas from Reading Education 539 in their classrooms.

## ORGANIZATION OF THE STUDY

This study is organized into five chapters. Chapter 1 contains an introduction to the study, the central issues of the study, the purpose and significance of the study, the theoretical framework, and the research questions. It also includes the method, a

description of the participants, the procedure for data analysis, the assumptions, the limitations and delimitations, and definitions of key terms in the study.

Chapter 2 consists of a review of related literature that describes tutorial programs in university settings. The focus of this research was limited to the literature that relates specifically to university reading programs. Concentration on this research is meant to provide internal consistency to the study. As a result of this focus, the findings and conclusions coordinate specifically with the central themes of the review of literature.

Chapter 3 describes the qualitative methodology for this study. It emphasizes the research design, data collection methods, and procedures for analyzing data. The participants were asked to tell about the relationship between their tutorial experiences and their teaching experiences. After the descriptions of their experiences were transcribed, typological analysis was used to compare, contrast, and code data (Hatch, 2002).

Chapter 4 includes the participants' descriptions of their tutorial experience and teaching experience as told in the interviews and focus groups. These descriptions are conveyed in relation to themes that emerged from typological data analysis. The participants were all teachers who had participated in Reading Education 539, Practicum in Remediation of Reading Problems.

Chapter 5 consists of a summary of the study, conclusions, and recommendations for future research. This summary is designed to recapture the experiences of the participants and show the alignment of these experiences with research. Conclusions and implications coincide with findings from data analysis. My goal is to use synthesis and analysis to capture the essence of this study in Chapter 5.

## DEFINITIONS

Choral Reading – a method of reading instruction in which an instructor and a student or groups of students read in unison. They read aloud as a group using a common text.

Echo Reading – a method of reading instruction in which an instructor models by reading a passage, poem, song, etc. line by line while the class echoes each line, imitating the intonation and phrasing used by the model

Graphic Organizers – visual maps for learning that help students to organize their thoughts in relation to what they read. Graphic organizers include charts and other visual structures that are designed to be completed by the student with information obtained from the learning task.

Guided Comprehension Strategies – instructional methods used to lead the student to a more advanced level of meaning construction during the reading process. Explicit instruction, writing activities, modeling, and encouragement are used to increase the student's interaction with a text and the development of reading competence.

Informal Reading Inventories – tools for diagnostic assessment with reading vocabulary checklists, texts, and reading comprehension questions designed to determine the reading levels of students. These inventories are used to determine independent, instructional, and frustration levels for students using passages at specific grade levels.

KWL Chart – a graphic organizer that indicates what students Know, Want to know, and Learn (Ogle, 1986, 1989)

Pen Pal Letters – written communication between students. Students are typically paired with partners to exchange letters on a regular basis. Tutees in Reading Education 539 exchanged pen pal letters as a functional, meaningful, and enjoyable writing activity.

Readers' Theater – an oral presentation in which two or more readers portray characters from prose, drama, or poetry (McCaslin, 1990). In this presentation students read their parts rather than improvising or memorizing them.

Reading Strategies – instructional methods used to enhance reading achievement and engagement in the reading process

Running Records – reading assessment that is recorded as student reads orally to determine a specific reading level (Clay, 2000, 2002). Miscues, or deviations from the text, are recorded for analysis. Identification of the reading level helps the instructor to identify reading ability levels and to provide materials to match the reading competence of the student in order to maintain or increase the reading competency level.

Scaffolding – cognitive assistance through co-construction of meaning based on the perception of a learner's needs. This intervention method is used to increase a tutees' level of competence, independence, and expertise by providing the amount of assistance that is needed for progressive development.

Tutorial Training – guidance in the design and implementation of instructional strategies to increase tutors' proficiency for providing effective modeling and academic support

Tutoring – “a systematic approach to individualizing instruction, upgrading achievement, and fostering change and growth” (Melaragno, 1976, p. 6).

Tutors – those who use intervention strategies to individualize instruction, enhance achievement, and increase academic competence of students, or tutees

Venn diagrams – graphic organizers with “overlapping circles that show those features either unique or common to two or more concepts” (Harris & Hodges, 1995, p. 271)

## CHAPTER 2

### REVIEW OF THE LITERATURE

Universities all over the country have tutorial reading programs. Some of these programs are conducted within university settings, while others occur in schools and communities beyond the universities. The International Reading Association, the largest professional literacy organization in the world, highlighted the importance of these programs in 2003 by including tutorial reading interventions in its Matrix of Competencies for specialized reading professionals. Furthermore, research over two decades has shown the value and effectiveness of these tutorial programs (Bloom, 1984; Juel, 1996; Cobb, 1997; Lesh & Kelly, 1997; Elbaum, Vaughn, Hughes, & Moody, 2000; Hock, Pulvers, Deshler, & Schumaker, 2001; Cassidy & Linton, 2002; Worthy, Patterson, Salas, Prater, & Turner, 2002).

The success of these university tutorial programs generates curiosity concerning ways to replicate their accomplishments. This review of literature is designed to explore reasons why one-to-one intervention programs in university settings are successful and, more specifically, whether there is a transfer of training from the tutorial setting to the classroom. This analysis will focus on programs in which tutors work with students from kindergarten to twelfth grade. It will encompass the tutorial process from the planning stages to the final results. The components of this exploration include (a) perspectives guiding tutorial programs, (b) procedures used for tutorial programs, and (c) the impact of the tutorial process on the lives of participants.

## PERSPECTIVES GUIDING TUTORIAL PROGRAMS

The research literature describing university tutorial programs includes both quantitative and qualitative studies. Quantitative studies have statistically established the effectiveness of the tutorial process. The meta-analysis of Cohen, Kulik, and Kulik (1982) confirmed the expectation that one-to-one tutoring was effective both at the affective and the cognitive levels. More recently, the meta-analysis of Elbaum, Vaughn, Hughes, and Moody (2000) identified adult-led one-to-one instruction as the most effective way to enhance academic achievement in the classroom.

When Bloom (1984) identified the successful one-to-one tutoring programs, he looked for ways to achieve the same effects in classroom teaching. Bloom demonstrated that one-to-one tutoring enabled students to progress at a level of two standard deviations above peers who received traditional classroom instruction or mastery learning approaches. He coined the phrase “the two-sigma problem” in his quest for a method of classroom instruction as effective as one-to-one tutoring (p. 4). Thus, Bloom used one-to-one instruction as the standard of measure for effective teaching.

Wasik and Slavin (1993) found that tutorial interventions by teachers were more effective than one-to-one tutoring by volunteers or paraprofessionals. This reveals the potential of teachers who tutor students in a college practicum and supports the investigation of answers to one of the central questions of this study: What happens when the teacher becomes a tutor and applies knowledge gained from tutoring in the classroom? Tutors are involved in intensive social interaction with individual students. How does tutorial experience influence classroom teaching and the educational

perspectives of teachers? These are the fundamental questions of concern in this dissertation.

In qualitative studies researchers have provided some rich descriptions of the impact of social interaction during tutoring, and they have typically concentrated on eclectic tutorial programs (Tancock, 1994; Prosser & Levesque, 1997; Cobb, 1998; Nielsen, 1999; Koals; 2000; Alexandrowicz, 2001; Worthy et al., 2002; Carr, 2003; Gut, Oswald, Leal, Frederiksen, & Gustafson, 2003). A constructivist framework was either clearly described or clearly implied in these studies and related studies. Lesh and Kelly (1997) focused on the constructivist ideas of Piaget and found that teachers became more constructivist in their approach to working with classes of students as they gained more experience in one-to-one tutoring. These teachers learned to follow the lead of their students as they became attuned to the conceptual processes used by their students during one-to-one tutoring.

While Lesh and Kelly emphasized the influence of Piaget's constructivist ideas in their study, other researchers emphasized the influence of Vygotsky's social constructivism. Juel (1996) focused on Vygotsky's social constructivist ideas as she described scaffolding, or supportive cognitive assistance, and other interactions during the tutorial process. Researchers who emphasized social constructivism often cited *Mind and Society* (Vygotsky, 1934/1978) as a beneficial resource. Researchers noted details of social constructivist interactions in their analysis of interviews and surveys in qualitative case studies of tutoring (Sapir, 1985; Bolin, 1996; Cobb, 1998; Hébert & Neumeister, 2000-2001; McDaniel, 2002). These researchers also discussed the ways learning is enhanced when trained tutors used social constructivist practices to experience in-depth

interaction with tutees during the meaning-making process of reading (Prosser & Levesque, 1997; Worthy et al., 2002).

## PROCEDURES USED FOR TUTORIAL PROGRAMS

The procedures used for tutorial programs have changed as research has provided insight into the tutorial process, and the perspectives guiding university tutorial programs have been modified. During the late 1980's and early 1990's there was a marked shift in the philosophy of reading clinics from the medical model to a continuous assessment model (Glazer & Searfoss, 1988) or authentic-performance assessment model (Farr, 1992). In contrast to the medical model that focuses on students' deficits and seeks to remediate gaps in certain skills using workbooks and other forms of prescriptive, programmed instruction, the continuous assessment model focuses on students' strengths and interests (Carr, 2003). In the continuous assessment model the teacher or tutor conducts ongoing observations of students as they engage in various authentic, purposeful literacy activities. During this process tutees learn to use meaningful literacy strategies as the tutors collect samples of literacy activities that show students' progress along a developmental continuum. This process requires specific training for tutors to effectively guide students and help them derive maximum benefits from tutoring.

The importance of training in the tutorial process may seem obvious; however, we know from research that effective tutoring does not happen automatically (Wasik, 1998; Hock, Pulvers, Deshler, & Schumaker, 2001). According to Wasik, a tutoring program must be systematically planned, implemented, monitored, and modified in order to achieve the desired goals. A carefully planned training process provides tutors with

specific strategies to make the tutoring meaningful for students. These strategies make it possible for tutors and students to experience collaborative meaning construction and the benefits of social interaction. This discourse creates a bond between the tutor and the tutee. This bond enhances the tutees' academic engagement in the tutorial process (Prosser & Levesque, 1997).

### Training Methods for Tutorial Programs

“Tutoring is a systematic approach to individualizing instruction, upgrading achievement, and fostering change and growth” (Melaragno, 1976, p. 6). Tutors need to know the details of a workable system in order to implement it well (Roe & Vukelich, 2001). These details include preparation strategies, strategies for reading and writing activities used in tutoring, and strategies for reflection, which will be discussed later in this review of literature. Some authors have described tutorial programs in detail, but there is still a need for more comprehensive information about the training programs designed for tutoring in university reading classes (Juel, 1996).

Although the design for training in university reading classes was not always specified in research articles, the training procedures that were described usually included a three-semester-hour course or an intensive workshop with reading and writing assignments (Prosser & Levesque, 1997; Broaddus & Bloodgood, 1999; Worthy et al., 2002). This format provided training opportunities for diagnostic assessment of students, preparation, and reflective components of tutorial instruction.

The main instruments for assessment used in tutorial training were informal reading inventories, running records, diagnostic tests, and interest inventories (Prosser &

Levesque, 1997; Broaddus & Bloodgood, 1999; Worthy et al., 2002). Informal reading inventories, such as the *Qualitative Reading Inventory-3* (Leslie & Caldwell, 2001) usually include leveled vocabulary words, reading selections, and comprehension questions. Running records are designed to assess a child's oral reading ability as the child reads from a text (Clay, 2000, 2002). Interest inventories are used to tailor instruction to the interests of students (Cobb, 1998; Worthy et al., 2002). As Brozo and Simpson (2003) asserted, assessment is a significant tool for "improving teacher effectiveness" (p. 152).

Training for the design and implementation of lesson plans helped tutors make mutually supportive and shared decision-making processes integral parts of the tutorial experience (Broaddus & Bloodgood, 1999). Tancock (1994) emphasized the importance of a lesson framework that helped tutors "build on students' strengths" (p. 131). Role-play activities, modeling, and specific feedback were used to help tutors develop meaningful lesson plans (Lesh & Kelly, 1997; Prosser & Levesque, 1997; Broaddus & Bloodgood, 1999). As part of the training process tutors often used reflective journals or research logs to evaluate the effectiveness of their instruction (Bolin, 1996; Prosser & Levesque, 1997; Hébert & Neumeister, 2000-2001). This reflection helped tutors systematically modify instruction to meet the needs and interests of students (Worthy et al., 2002).

Researchers found that the level of responsibility assumed by tutors often shaped the impact of tutoring (Shanahan, 1998; Hébert & Neumeister, 2000-2001; Malone, Jones, & Sallings, 2002; Worthy, et al., 2002). Fitzgerald, Morrow, Gambrell, Calfee, Venezky, Woo, and Dromsky (2002) pointed out that federal educational initiatives, such

as the *America Reads Challenge Act of 1996*, brought the importance of evaluation and tutorial training to the forefront. While the results of one-to-one tutoring are generally favorable, the lack of training is considered the pivotal factor in the few studies that have not found significant gains (Eisenberg, Fresko, & Carmeli, 1981, 1983). Wasik (1998) emphasized the importance of evaluation and training in the tutorial process.

Juel (1996) reported favorable results in her study involving an extensive tutorial training program with university athletes and preservice teachers. The participants reported enthusiasm for the tutorial process, and reading test scores showed significant gains for the tutor-athletes and for the children being tutored. Juel described tutorial training for athletes and preservice teachers in a weekly 2-1/2 hour university class. During the class the university students discussed literacy acquisition and wrote books for the children they tutored. The tutors participated in four hours of their own self-selected reading, and they wrote reflective journals. The instructor responded to the tutorial journals each week, and the class discussed the biweekly tutorial sessions. The results of extensive training in Juel's university tutorial program indicated the importance of training in the tutorial process.

### Instructional Strategies for Tutorial Programs

Experts in the tutorial process emphasize that specific training for tutoring helps tutors identify reading strategies that promote academic gains and increase motivation (Gillet & Temple, 1994; Walker, 2000). Effective tutors model strategies for learning and provide students with access to their thoughts and insights during the tutorial process.

When tutors use effective instructional strategies, these personally significant interactions help students see new value in the acquisition of knowledge and skills (Melaragno, 1976; Sapir, 1985; Worthy et al., 2002).

### *Preparation Strategies*

Assessments of reading and writing ability levels were often made before instructional activities began in order to meet the needs of tutored students (Sapir, 1985; Prosser & Levesque, 1997; Broaddus & Bloodgood, 1999). This diagnosis provided an important link between the ability levels of students and reading materials, so tutors could help students to make progress and to develop feelings of competency (Sapir, 1985). Assessment with running records or informal reading inventories, such as the *Qualitative Reading Inventory*, helped university tutors provide the right materials at the right levels for students (Juel, 1996; Prosser & Levesque, 1997; Broaddus & Bloodgood, 1999). Interest surveys also enabled tutors to coordinate materials and activities with the specific interests of students (Worthy et al., 2002).

### *Strategies Used During the Tutorial Process*

Juel (1996) indicated that more information was needed about the activities that tutors actually use during tutorial sessions, and she provided specific descriptions of scaffolding during university tutorial sessions. Audiotapes and videotapes captured specific details of these sessions. Other researchers provided specific descriptions of tutorial strategies in their research (Prosser & Levesque, 1997; Cobb, 1998). These researchers included descriptions of comprehension strategies such as KWL, a graphic organizer that indicates what students know, want to know, and learn from reading. They also described word banks, mini books, and joint writing activities (Cobb, 1998; Hébert

& Neumeister, 2000-2001). Scaffolding was used to increase students' confidence.

Scaffolding techniques included choral reading, echo reading, and guided comprehension strategies (Prosser & Levesque, 1997; Broaddus & Bloodgood, 1999). Tutors modeled writing techniques as they composed dialogue with students and generated questions and answers related to shared reading (Broaddus & Bloodgood, 1999; Worthy et al., 2002).

### *Strategies for Reflection*

As part of the tutorial process, tutors often used reflective journals with students. These reflective journal entries paralleled the tutors' own journal entries as they evaluated the tutorial process. Tutors used journaling to construct meaning with students as they respond to literature by incorporating personal experiences into descriptions of insights gained from reading (Cobb, 1998; Broaddus & Bloodgood, 1999; Worthy et al., 2002). At times tutors wrote jointly with students in a conversational, interactive way, and at other times they scaffolded the writing process to help students develop independence (Cobb, 1998; Hébert & Neumeister, 2000-2001). Some reading programs were designed to give students opportunities to share their success with parents and friends through culminating activities, such as presentations and dramatic performances (Prosser & Levesque, 1997; Hébert & Neumeister, 2000-2001).

## THE IMPACT OF TUTORIAL PROGRAMS ON THE PROFESSIONAL LIVES OF PARTICIPANTS

Researchers reported that tutors, students, and parents expressed enthusiasm for the tutorial process (Tancock, 1994; Cobb, 1998; Hébert & Neumeister, 2000-2001, Carr, 2003). Some university tutors said that their active involvement in tutoring had a

transformative effect on their lives (Hébert & Neumeister, 2000-2001). For instance, Malone, Jones, and Stallings (2002) reported that university students found tutoring gave them a break from the challenges of university life; and, in some cases, it even changed the direction of their lives. Alexandrowicz (2001) reported that students who tutored and designed case studies found tutoring to be a life-changing experience that increased their cultural awareness.

Tutors noted the benefits of cooperation, community involvement, and collaboration in the tutorial process (Nielsen, 1999; Koals, 2000; Hébert & Neumeister, 2000-2001; Gut, Oswald, Leal, Frederiksen, & Gustafson, 2003). In studies designed to promote interaction between university tutors and culturally diverse elementary students, Bolin (1996) and Prosser & Levesque (1997) found that tutoring programs increased multicultural sensitivity and appreciation for diversity. University tutors noted the personal growth they experienced and the insights they gained from tutorial programs (Malone et al., 2002). One student said, “I definitely think the tutoring experience was worthwhile. Not only did it give me a chance to share my life with someone else, but it also helped me to look introspectively into my own heart” (Malone et al., 2002, p. 69).

Researchers found that tutoring provided benefits for high-ability students as well as students who needed additional reading practice. For example, Hébert and Neumeister (2000-2001) found that a thoughtfully designed mentorship program for fourth grade students, which functioned like the university tutorial programs that have been described, provided high-ability students with an intellectually stimulating learning experience. As the students created projects with mentors from a university class, they experienced success with academic challenges while their mentors gave them motivational and

emotional support. Hébert and Neumeister also noted the exuberance of the fourth grade students and their mentors when they expressed appreciation to one another at the conclusion of their final program. The authors highlighted the ways this mentorship program offered flexibility and the benefits of one-to-one instruction to a class with capable students who needed individualized instruction. The teacher also became a beneficiary as this partnership extended opportunities to achieve the goal of differentiated instruction. Through this study, Hébert and Neumeister demonstrated ways mentorship programs provide efficient, affordable, and beneficial learning experiences.

## CONCLUSIONS AND IMPLICATIONS

Training is a central component of university tutorial reading programs, and this training generally results in an effective tutorial practicum. Trained tutors are better prepared to provide the right materials to meet the needs of specific students and capitalize on their interests (Tancock, 1994; Worthy et al., 2002). Certain methods work more effectively with certain students, and trained tutors are more prepared to differentiate instruction in relation to the needs of students (Wasik, 1998; Fitzgerald et al., 2002).

Researchers have summarized essential elements of tutorial training. They have emphasized careful lesson planning during the preparation process, supervision during tutoring, feedback after tutoring, and evaluation of the tutorial process (Tancock, 1994; Wasik, 1998; Fitzgerald et al., 2002). Some researchers have revealed specific strategies used during the tutorial process, such as graphic organizers and echo reading. Others have described comprehension strategies for interactive meaning construction. While

research has been done on the effectiveness of various reading strategies, more research is needed to show how they can be best used in the tutorial process. Additional research is also needed to identify the elements of training for effective tutoring.

Since researchers have focused on the tutorial setting, research is needed to explore the transfer of training from tutoring to classroom teaching. Research might establish links between tutorial strategies and strategies for classroom instruction to maximize benefits to individuals in both settings. For example, Manning (personal communication, October 27, 2003) has been using a wide variety of eclectic reading strategies for training tutors over the years; and he uses some of the same strategies for demonstration teaching. Manning's dated though seminal study (1968) highlighted the importance of extensive collaboration between the instructors of a University of Minnesota tutorial program and cooperating school personnel. In a recent article Green (2002) described the ways Manning used his repertoire of reading strategies to increase literacy rates and to help teachers improve students' test scores in African American communities. Manning used strategies gleaned from tutorial settings and classroom settings during a reading intervention program called the Mississippi Mission. Manning's work seems to demonstrate the idea that strategies that work well in tutorial settings might be profitably extended or adapted to classroom settings to tailor instruction to individual needs.

In the tutorial program that forms the basis for my proposed study, the participants received extensive training in a three-semester-hour university practicum. This training included all of the components Wasik (1998) described. The tutors in this practicum received specific training in reading strategies, they were carefully supervised

during the tutorial process, and they received ongoing feedback. In the semester before the university practicum, detailed diagnostic assessments revealed the reading levels, needs, and interests of the students to be tutored. At the beginning of the course, participants received specific guidance for detailed lesson plans and reflections. They were trained in the use of specific reading strategies, such as graphic organizers and comprehension strategies. During the reading practicum, Reading 539, the participants conducted two-hour sessions for a total of ten to twelve weeks with tutees. The supervision for these sessions included written and oral feedback. The instructor mentored participants throughout the semester, and they had opportunities to discuss tutorial procedures with the instructor and other tutors.

The specific reading strategies used by participants in the university practicum, Reading 539, parallel the studies described in this review of literature (Tancock, 1994; Prosser & Levesque, 1997; Cobb, 1998; Worthy et al, 2002). Reading and writing were woven together throughout the tutorial process through strategies such as story writing and journaling (Cobb, 1998). Throughout the university practicum, the instructor encouraged tutors to focus on the interests of the tutees (Worthy et al., 2002). This led to other strategies, such as pen pal letters and reader's theater. Through these strategies that were not specifically cited in previous research, they provided opportunities for social interaction in the university tutorial practicum, Reading 539. After viewing examples of lesson plans and considering options from training sessions, the tutors in Reading 539 designed lesson plans in relation to the specific needs and interests of their tutees, similar to procedures described in studies in this review of literature (Tancock, 1994; Prosser & Levesque, 1997; Cobb, 1998; Worthy et al., 2002). Also similar to the study described by

Hébert and Neumeister (2000-2001), the events of the reading practicum I described culminated in a reading celebration for tutors, tutees, and parents.

As in the studies I have described, my research will focus on the impact of tutoring. Broaddus and Bloodgood (1999) found that teachers individualized instruction more carefully after a tutorial experience. During their study, teachers reported that they had a different perspective on the classroom when they really got to know a child through the tutorial process. This example shows the potential of the tutorial experience and provides a preview of the impact of tutoring. Through interviews with participants in the university reading practicum, Reading 539, I explored the facets of their experiences in tutoring and teaching to see if there are multidimensional ways that tutorial training can enhance the classroom learning experience for individual students.

This study was designed to explore what happens when the teacher becomes a tutor and applies tutorial skills to the classroom setting. It also identified ways teachers applied their knowledge from the classroom to the tutorial setting. As I explored the perspectives of participants on the relationship between tutoring and teaching, this study went beyond the tutorial setting to explore specific ways the teaching experience of participants influenced their tutoring and ways their tutorial experience influenced their classroom teaching.

## CHAPTER 3

### METHODOLOGY

#### INTRODUCTION

This qualitative interview study was designed to determine the perspectives of participants on the relationship of tutoring and teaching. This chapter emphasizes the research design, data collection methods, and procedures for analyzing data during this study. Interviews and focus groups were the primary means of data collection, and typological data analysis was used to identify the overarching themes. This chapter also describes the university course Reading Education 539, Practicum in Remediation of Reading Problems, which was central to this study.

#### RESEARCH DESIGN

Qualitative research was used to capture the perspectives of the participants as accurately and authentically as possible (Fraenkel & Wallen, 1993). Kvale (1996) emphasized the value of obtaining knowledge through face-to-face discourse as research participants share their insights and perceptions, and I used this method to gain a clear understanding of the personal insights of the participants in this study. I conducted semi-structured interviews and focus group sessions in a conversational style to give participants ample opportunities to share their lived experiences in tutoring and in classroom teaching (Van Manen, 1990). Interviews developed through conversations based on guided questions as we arrived at a shared understanding of the participants' thoughts and feelings.

After the idea for this study was initially approved, I began to seek IRB Approval using Form A. I subsequently received this approval before I conducted any interviews or focus group discussions. IRB Approval Form A is in Appendix C. Dr. Brozo, the Director of the Reading Center, signed a release form to provide access to the files prepared by the participants during their tutorial experience in Reading Education 539. Potential participants were initially contacted by phone. I discussed the study with them to be sure they understood the nature of the study and the voluntary nature of individual participation. During this conversation I answered the participants' questions and set up a mutually convenient time and place for the initial interview. When each participant signed a consent form at the time of the first interview, I emphasized that participation was voluntary, and they could withdraw from the study at any time. I gave participants the opportunity to choose pseudonyms for themselves and their tutees before the initial interview began.

## PARTICIPANTS

The seven participants for this study were active professionals who had Master's Degrees and/or Educational Specialist Degrees, and one participant was completing a doctoral program. They all had teaching experience before they tutored students in the university tutorial practicum, Reading Education 539. One participant had just completed a student teaching internship, and the other participants had extensive teaching experience. All of the participants are currently teaching in elementary schools. Four participants are regular classroom teachers, two are special education teachers, and one is a Reading Recovery teacher. Two of the classroom teachers previously taught special

education classes, and one classroom teacher is also a reading coach. They represent seven schools in four counties surrounding the university. In addition to availability, teaching experience and participation in Reading Education 539 were the main criteria for selection of participants.

As a graduate associate in the Reading Center over the past four years I had on separate occasions the opportunity to meet all of my participants and their tutees. Since I had these prior experiences with my participants and their tutees, it was much easier to establish rapport. When I was a student in Reading Education 539, I saw the participants facing challenges in tutoring and discovering beneficial ideas that promoted their tutees enthusiasm for reading. As I considered the experiences of each of the participants in the study, I thought it would be interesting to explore (a) whether the participants used ideas from their teaching in tutoring, (b) whether the participants were applying ideas from Reading 539 in their classrooms, (c) the strategies they considered most effective, and (d) the highlights of their experiences. These were the key questions that inspired this dissertation. I thought that answers to these questions would be beneficial to my own teaching and that they could provide guidelines for tutors in reading tutorial programs in various universities. This idea was reinforced when I was co-teaching Reading Education 539 and discovered how eager graduate students in the class were for specific tutorial guidelines.

I realized the value of this research when I noted that the effectiveness of tutoring has been documented, but there is a need for research to identify the most beneficial tutorial strategies. There is also a need to discover what happens when the tutor returns to the classroom with new ideas and specific tools for interactive instruction. The challenges

the participants faced as they tutored students in Reading Education 539 were a microcosm of the typical challenges faced by teachers in most any situation where struggling readers are in need of assistance. The participants in the study found effective strategies to meet the needs of students and help students experience success. Since I realized the keys to their success could have widespread application for educational practice, I wanted to explore their perceptions of these experiences more fully. They were enthusiastic leaders in their schools, and I was aware of the quality of their teaching from our interactions in the Reading Center.

### READING EDUCATION 539

During Reading Education 539, Practicum in Remediation of Reading Problems, each participant in the study tutored one student for approximately ten two-hour sessions over the course of a semester. Dr. Brozo designed this course using a social constructivist paradigm to give graduate students the opportunity to become effective tutors. He prepared them with strategies to enhance elementary or middle school students' enthusiasm for reading and learning during tutoring. Tutors constructed interactive lessons based on newly learned strategies as well as effective practices from their own teaching settings in order to help their tutees apply effective reading strategies and to enjoy reading.

Dr. Brozo uses an eclectic tutorial model that has become popular in university reading programs that foster engagement in literacy and ownership of the reading process. This contrasts with the medical model that focuses on students' deficits and seeks to remediate gaps in specific skills using workbooks or other forms of prescriptive,

programmed instruction (Glazer & Searfoss, 1988; Carr, 2003). Dr. Brozo's eclectic tutorial approach incorporates a wide variety of activities that focus on the strengths and interests of students to enhance their understanding of reading strategies and to meet their specific needs. These activities help students to learn in entertaining ways that may be different from the teaching methods they encounter during a typical school day. This approach meets the needs of students who have experienced challenges with other forms of instruction. The goal of this approach is to transform the tutees' perspective of the reading process. Rather than viewing reading as typical schoolwork, tutors help their tutees experience reading as functional, meaningful, and enjoyable.

Diagnostic files compiled by students in a reading class during the previous semester provided the tutors in Reading Education 539 with information to match their instruction to the needs and interests of their tutees. These files included diagnostic reports with data from an informal reading inventory, *Qualitative Reading Inventory-3* (Leslie & Caldwell, 2001) and interactive assessment (Brozo, 1990). The *Qualitative Reading Inventory-3* provided specific information about the reading levels of the tutees. During interactive assessment the graduate students who conducted the reading diagnosis used high-interest books and materials to determine the instructional approach that would most effectively meet their tutee's needs and match interests. The diagnostic files included samples from specific activities during interactive assessment and interviews with parents and students.

During training sessions before the tutoring began, Dr. Brozo gave the tutors in Reading Education 539 numerous ideas for reading strategies and activities to make the tutorial process enjoyable. For instance, at the beginning of the practicum he used a "My

Bag” strategy to introduce himself and to give students opportunities to introduce themselves to each other. Dr. Brozo and his students brought in “bags filled with objects and items that represent who they are” (Brozo & Simpson, 2003, p. 103). He modeled this strategy during the first class session. As he held up each item, he invited the students to ask him questions. His items included special pictures that conveyed treasured memories and books that he had written.

At the beginning of the practicum the tutors and the tutees shared “My Bags” with each other. The “My Bag” strategy enabled the tutors to gather “invaluable assessment information about [their tutees’] interests and beliefs in a highly personal, unique, and enjoyable way” (Brozo & Simpson, p. 104). As they adapted ideas from various sources to create meaningful learning experiences, this strategy helped tutors to provide the right materials at the right levels.

Dr. Brozo provided a detailed format for lesson planning that included “threads of instruction to be pulled through the entire practicum.” As indicated in Dr. Brozo’s course syllabus material, these threads of instruction “comprise regular defined periods of time devoted to writing, reading aloud, and study reading” (W. G. Brozo, personal communication, January 13, 2003). Tutors used their imaginations as they incorporated the threads of instruction to design meaningful learning experiences. They also included ongoing activities, such as writing pen pal letters and reading high-interest chapter books, to promote engagement in the reading process.

Throughout the semester Dr. Brozo gave specific written and verbal feedback to help tutors to effectively meet the needs of their tutees. He emphasized the importance of internal consistency between the objectives and activities in the lesson plans. He also

provided specific guidelines as they prepared reflective notes, which were double-entry journals. One side of the journal page described the events of the tutorial process like a photograph, and the other side of the page described the tutor's personal reactions like a painting. These reflective notes were designed to help tutors consider how closely they were meeting the needs of their tutees and the ways they might enhance their instruction. At the end of the practicum tutors shared summary reports with the parents of their tutees and showcased special accomplishments in a simplified portfolio.

## DATA COLLECTION

The interview questions and the focus group questions, which are in Appendix A, served as a basis for data collection. They were designed to encourage participants to freely express their perceptions and feelings about the relationship between tutoring and classroom teaching. Through interactions and discussions over the last four years with the participants who were taking Reading Education 539 I was able to establish a quick rapport at the outset of the interviews.

At the beginning of the interviews I asked participants to describe their tutees. Then questions progressed from general, "grand tour questions" (Spradley, 1979) that provided an overview of their experience, to more specific questions about what they would remember most from their experience in Reading Education 539. This approach from the general to the specific is often recommended for interview studies (Spradley, 1979; Mishler, 1986; Glesne, 1999; Hatch, 2002). Participants described a typical tutorial session or a typical day of teaching when I used grand tour questions. Then more specific questions were designed to identify whether participants used tutorial strategies in their

classrooms or to compare tutoring and classroom teaching. Questions of this nature were intended to be open-ended to encourage participants to share their thoughts and feelings in their own words. Focus group questions were designed to corroborate statements from interviews and to give participants opportunities to elaborate on certain issues that were emphasized during interviews, such as ownership of the reading process.

The semi-structured interview format gave me the opportunity to follow leads from statements made by participants (Van Manen, 1990). These follow-up questions elicited rich descriptions that gave a more complete picture of the experiences of the participants. This flexible design helped me to encourage greater responsiveness (Taylor and Bogdan, 1984; Fraenkel & Wallen, 1993). During interviews I was careful to avoid leading questions (Kvale, 1996). Throughout the data collection process I made every effort to ensure that this study was as loyal to the realities of the lived experiences of the participants as possible. I listened to the tapes of the interviews and focus group sessions many times and carefully checked the transcription of the audiotaped interviews for accuracy. During transcription judgment calls concerning punctuation and fillers were made carefully in order to authentically convey the statements of the participants and to capture the essence of their experiences (Hatch, 2002).

Archival data from tutorial files compiled by the participants in Reading 539 provided triangulation and were made available to enhance our conversations during interviews. During our focus groups participants shared specific books and materials they enjoyed using with tutees. This was a catalyst for discussions that revealed more about the participants' perceptions of the relationship between tutoring and classroom teaching. Throughout data collection and the entire research process I used field notes in

composition books and on the computer to record reflections about each step and specific ideas for data analysis.

## DATA ANALYSIS

Hatch's typological model (2002) provided the framework for my data analysis from multiple perspectives (Taylor & Bogdan, 1984; Patton, 1990; Glesne, 1999). When I categorized the data into typologies, or meaningful units of information with similar characteristics, I immersed myself in the data through repeated readings (Lincoln & Guba, 1985; Wolcott, 1990; Hatch, 2002). Then I used line-by-line analysis as I color-coded the data using *Microsoft Word*. This analysis was ongoing as I continuously reexamined data (Strauss & Corbin, 1990; Glesne, 1999). Hatch (2002, p. 153) outlined nine steps for typological analysis. These steps guided my data analysis:

1. Identify typologies to be analyzed
2. Read the data, marking entries related to your typologies
3. Read entries by typology, recording the main ideas on entries on a summary sheet
4. Look for patterns, relationships, and themes within typologies
5. Read data, coding entries according to the patterns identified and keeping a record of what entries go with which elements of your patterns
6. Decide if your patterns are supported by the data, and search the data for nonexamples of your patterns
7. Look for relationships among the patterns identified
8. Write your patterns as one-sentence generalizations
9. Select data excerpts that support your generalizations

The following paragraphs describe my specific procedures for data analysis using these nine steps for typological analysis. Hatch (2002) emphasized that typological analysis should only be used if the categories for analysis were evident. At the beginning of analysis it was obvious that this study clearly met the criteria for typological analysis, because the data from the study could be categorized in relation to my research questions.

After identifying the typologies, I read through the data set, focusing on one typology and color-coding it by changing the font color using the computer program *Microsoft Word*. I followed the same procedure for the other typologies, choosing colors that would contrast with one another and be easy to read.

After I explored the data and marked the typologies, I recorded the key ideas from entries on summary sheets, using a separate page for each participant. I coded these pages with the first letter of the pseudonym of the participant and a number corresponding to the alphabetical order of the pseudonyms.

In looking for patterns, I noted regularities and common characteristics in the responses of participants. As these semantic relationships emerged, they revealed patterns that were suggested in the research literature. These semantic relationships served as links in the data set and provided elaborations on ideas from the literature. During this process I recorded integrating concepts that ran through all of the relevant data on charts. These charts indicated effective instructional strategies and tutorial reading strategies that were used by the participants in tutoring and teaching.

As I read back through data marked for the typologies, I used color-coded *Post-it* flags to indicate the patterns within typologies and recorded them in relation to the specific codes for each of the participants. I also recorded these patterns using the line

numbers from the transcript, the page numbers, and the codes for the participants on another sheet of paper.

After I coded and recorded the patterns that emerged from data analysis, I searched the data set for nonexamples to be sure my categories were justified by the data. As I searched for information that was contradictory to what I had proposed, I used turquoise *Post-it* arrows to mark nonexamples.

While looking for relationships among the patterns, I made charts to serve as visual representations of significant data. These charts indicated effective instructional strategies and tutorial reading strategies that were used by the participants in tutoring and in classroom teaching.

After I confirmed patterns in the data and identified relationships among the patterns, I described them using one-sentence generalizations. This provided some closure to the ongoing process of analysis.

While processing data, I put stars next to powerful quotes to facilitate the selection of specific data excerpts to support generalizations from these patterns, which was a procedure recommended by Hatch (2002). During this process some of the procedures were recursive. For example, after I wrote the sentence generalizations, I continued to check for nonexamples while I looked for supportive quotes in order to ensure a comprehensive picture of the perspectives of the participants and total accuracy. As I found essential quotes for the findings section, I coded each one with the data source for easy reference during the writing process. Hatch's typological model provided a framework that illuminated the process of data analysis, and Chapter 4 describes the themes and the findings from this analysis.

## CHAPTER 4

### FINDINGS

#### THEMES

This chapter describes the themes and the findings from data analysis, while Chapter 5 is focused on an analysis of those findings. Three themes emerged from the interviews and focus groups as I explored the perspectives of the participants on tutoring and classroom teaching. I used selected excerpts from the interviews and focus groups to provide insight into the perspectives of the participants and to paint a picture of their experiences in tutoring and teaching. Three themes that emerged from the data were: (a) beliefs in social constructivism and student-centered learning, (b) social constructivist and student-centered tutorial practices and strategies, and (c) the impact of tutoring on the professional lives of the participants. The first section of Chapter 4 summarizes key aspects of the participants' perspectives. These ideas reverberate through the procedures they used in tutoring, and they culminate in a description of the impact of tutoring on the professional lives of the participants. This description focuses on the impact of teaching experience on the participants' tutorial experience as well as the impact of tutoring on their teaching.

There was consistency in the perspectives expressed by the participants in this study. As in the qualitative studies mentioned in the review of literature, a constructivist philosophy was either stated or implied by the statements made by the participants throughout this study. The practices and strategies they described reflected those beliefs. Thus, the excerpts that I chose from interviews and focus group discussions were not

isolated examples. They were representative samples from data collection. Certain excerpts that I found interesting were not included in this study because only one participant mentioned them. Even though the quotes that I used in the study usually represented the views of a number of participants, I have only mentioned the agreement among participants periodically in order to maintain the flow of the central message concerning the reciprocal nature of the tutorial process and classroom teaching.

## PARTICIPANTS AND THEIR TUTEES

The following section begins with a very brief description of the teaching experience of the participants in the study who were introduced in Chapter 1. As I noted in Chapter 3, participants chose pseudonyms for themselves and pseudonyms for their tutees before our initial interview began. This section focuses on their tutees in Reading Education 539, Practicum in Remediation of Reading Problems. As a student in Reading Education 539 and a graduate associate in the Reading Center, I had the opportunity to work with each of the participants and meet each of their tutees. In the following excerpts from our initial interviews, participants described the students they tutored in Reading Education 539.

Angela, an experienced teacher who has taught first grade and kindergarten classes, currently teaches kindergarten. She is actively involved in leadership roles in her school, she tutors students in the Reading Center, and she has applied her insights from tutoring as a co-teacher in Reading Education 539. When I asked Angela to describe Philip she said:

He was a most enjoyable young man, a sixth grade student, from one of the middle schools here in the area, and he was about three years below grade level in reading and had been through some discouraging experiences at school. Very low confidence in his... in fact, his ability far exceeded his confidence in his ability. So, in some ways he was an ideal opportunity for a semester's work. He could do more than he knew he could do. He had good comprehension skills. He could comprehend things that he could hardly decode at all.

Catherine is a fourth grade teacher who tutored Cassie. She was a special education teacher when she participated in Reading 539, and she shared her knowledge of reading strategies during an in-service program in her school. When Catherine described Cassie, she stated:

At the time that I worked with Cassie she was, I believe, thirteen years old and in junior high school. I think eighth grade at the time. She was several grade levels behind in reading, and I think also in other academic skills. She lived with her grandparents, and they really worked very hard to make sure she got the help that she needed to get caught up. But she still had a lot of difficulty. She was very pleasant to work with....She was always very excited to come and enthusiastic. ...Cassie was just a typical teenager in a lot of ways, because one of the things she really enjoyed was working with materials that had to do with current events and movie stars and singers and stuff like that.

Elaine is a special education teacher who works with elementary students. She tutored Megan in Reading 539. Elaine has taught in four schools, primarily in rural areas. During her thirteen years of teaching she taught third, fourth, fifth, and sixth grades, and

for four years she has taught special education classes, mainly reading inclusion. When I asked Elaine to describe Megan she related:

She was nine years old and in the fourth grade. She was from a blended family. Her parents both seemed very professional and very interested in her school achievement. And what I could glean from her conversations and those with her parents was that they were interested and took an active part in working with her at home. She was a good reader, a very poor speller, and she had good comprehension.

Mary is a Reading Recovery teacher who tutored Cindy. Mary has been involved in extensive training as a Reading Recovery teacher in an urban magnet school, and she was a reading coach for teachers during summer school. Before she worked in Reading Recovery, she was a classroom teacher. Mary was a psychology major, and she worked at a psychiatric residential facility for disturbed adolescents for about four years before she became a classroom teacher. When I asked Mary to describe Cindy, she responded:

Let's see....She was in the first or grade I believe or going into the second grade, and mother had pulled her out of the public school. She didn't want to hold her back as the teacher suggested, so it was pretty interesting for me. Normally, I work with first grade students entering the first grade being six years old. I think she was close to eight, and it really was interesting for me to see what happens when an early intervention isn't done. To see a girl that is older and bigger and still can't read was, you know, pretty sad I guess you might say. And I think my first impression was, "I wish somebody had gotten to her sooner."

She was so not confident and so lost. I thought, “What would have happened if they had intervened a couple of years ago, and she didn’t have to go through the shame and embarrassment for those extra years?” Because she really thought she was dumb and couldn’t read....She often said, “You know I can’t read. You know I can’t read. I can’t read. I told you that, right?” So that was really engrained in her that she could not read.

In spite of Mary’s initial concerns about Cindy’s lack of confidence and extremely limited reading vocabulary, she was ultimately successful in meeting her needs. References throughout this study will demonstrate ways Mary’s constructivist approach helped Cindy make significant progress. When I asked Mary what she said to Cindy to help her realize her potential in reading, she said, “I think I really just presented it as kind of a puzzle and the little tricks you can learn and try to group things into similar categories....That’s the way the brain works.” When I asked Mary to elaborate on the ways she encouraged Cindy, she responded:

Well, just a lot of praise, a lot of trying to figure out what she was interested in and praise her a lot and just encouraging her. And you know, an answer is never wrong. It is at least partially right, so we have a little saying in Reading Recovery, “You validate the response, and then you sort of accelerate their learning from there.” But usually there is something right in any response.

Rebekah is a second grade teacher and a reading coach who tutored Amanda during Reading 539. During her three years of teaching she has also taught fifth grade and first grade. As a reading coach, she conducts biweekly sessions to share reading

strategies with the teachers in her school. When I asked Rebekah to describe Amanda, a sixth grader, she said:

My student was very hesitant at first about reading and writing in general, but once she opened up, she had a real bubbly personality. My biggest concern for her was her lack of confidence in her ability to read. Motivation was an issue in the beginning, and it was hard to pinpoint an area that would interest her enough to be motivated and try harder. In the end, though, I think she had finally come to realize that she had more ability than she realized, and I think we hit an area of interest with *Sarah Plain and Tall*. When she left she was excited about reading the sequel.

Rosalind is a special education teacher in an elementary school. She also has experience as a librarian, and she has conducted meetings with colleagues to share reading strategies. When I asked Rosalind to describe her tutorial experience with Tyler in Reading 539, she shared:

Tyler was very smart, mainly street smart. There needed to be a connection. He needed to connect reading with his street smartness. Okay? He was very manipulative. He knew how to manipulate especially women, and I know that he manipulated his mother specifically. Any woman was a challenge to him, and he knew how to get around. Working with Tyler you had to learn more about his background and what he was interested in and work from that point on, build stories around that, using instruments or various forms of teaching to bring out that knowledge that he has. He was very interesting and very challenging.

Besides that, he was a very active child. I really and truly believe that he is ADHD, attention deficit hyperactive disorder.

And with Tyler, in teaching him, I know that his attention was very short, so I had to have a number of activities for him to do. And yet they all related to the full picture as to what he needed to learn for that class or period. For example, to include spelling words, blends, stories, and then a writing exercise, all that would be required would be maybe a theater or words to go fishing. And we would have to have the fishing pole right there, and he would fish for words. Once he connected that word with the magnet with the fishing pole, then he would have to tell me what the word is and then give me a sentence. Then he would have to act it out in the theater and tell me a story, make up a story....And every activity may last no more than probably fifteen minutes, but there were many things that we had to do. And then at the end we had a review of everything that we discussed that day. Then there was a preview of what to look forward to next meeting or the next class. So that's how teaching Tyler was done. He was very challenging, because I had to think of also when he started sitting on his hands or moving constantly in his seat, it was time to get up. We cannot do any more sitting down activities. We had to get up.

Susan is a first grade teacher who tutored Matt during Reading 539. During her seven years of teaching, she has also taught special education and second grade classes. When I asked Susan to describe Matt, a fourth grade student, she reflected:

Matt really loved being the center of attention. And this benefited him during our tutoring time, because he really loved reading out-loud to me. He viewed it as a

performance. Matt was also highly energetic though he was very easily distracted and also hyperactive to the point where I would have to redirect his attention and calm him and get him back on task. And the best adjective for Matt is that he was squirrely.

Selected excerpts from the interviews and focus group discussions are woven through the following section to capture the essence of the participants' perspectives. This section is a summary of the participants' beliefs in social constructivism and student-centered learning, and these views are reflected throughout Chapter 4. It will be evident in the following descriptions that these constructs were central to the language-based approach used in Reading Education 539.

## BELIEFS IN SOCIAL CONSTRUCTIVISM AND STUDENT-CENTERED LEARNING

The quotes woven throughout this first major section of Chapter 4 indicate the importance social constructivism and student-centered learning as undergirding constructs for the participants' tutoring and teaching. During interviews and focus group discussions participants revealed their perspectives and beliefs as they described their experiences in tutoring and teaching. Their views aligned with a language-based approach, which emphasizes language as a tool for "communicating thoughts, ideas, and meaning" (Vacca, Vacca, Gove, Burkey, Lenhart, & McKeon 2003, p. 48). Vygotsky (1986) emphasized ways we learn by talking. He described intellectual growth as contingent on mastery of language, "the social means of thought" (p. 14) Teachers who

use a language-based approach accommodate individual reading levels while they focus on “meaning, interest, and enjoyment” (Vacca et al., 2003, p. 49).

Mary expressed her thoughts about constructivism, which aligned with the views of the other participants, in this way:

I think that if students construct their knowledge, they are going to remember it forever, and it is going to be a tool for them. They need to learn how to make connections. Once they learn how to learn words, then they can learn any word they want to learn. Once they learn how or what the process is for learning letters, their own little process that works for them, then learning letters becomes much more rapid.

Mary described ways she created experiences for Cindy that helped her “fit the puzzle pieces together” and construct meaning in tutorial sessions. Mary emphasized the ways they learned from each other during the meaning-making process. Mary said:

He [Dr. Brozo] gave us ideas for activities we could do. In the practicum I was constructing an experience with that child.... I think you learn so much from every child you work with. The program was individualized to that student, so I couldn't help but learn from her.

As a Reading Recovery teacher in a magnet school, Mary indicated that the major idea of the Reading Recovery Program (Clay, 2002) is to have students generate as much as possible without imposing ideas on them. Mary explained that students create what they need to know through the reading process. Her goals in the Reading Recovery Program paralleled ideas from Reading 539 when she said:

Our ultimate goal [in the Reading Recovery Program] is a self-extending system, so that every time students read, they become better readers. They do reading work, and they learn every time they read. That has to come from within.

The strategies that Mary used in her tutorial experience in Reading 539 and her teaching are based on Vygotsky's (1986) social learning theory. She described the influence of Vygotsky's theory on her practice in this way:

Reading Recovery is based on Vygotsky's social learning theory where you are apprenticing a young reader and writer. You always start where they are, and keep pushing the bubble just a little bit every time. I find that works with kids that are struggling, because they can be successful.

Participants emphasized that student-centered instruction was the major key that helped struggling readers to be successful. Susan said that she cares about students and wants them to know it. Her statement was characteristic of the sentiments expressed by all of the participants. The other excerpts in the section are characteristic of all of the participants.

### Student-Centered Instruction

The quotes in this section demonstrate how student-centered instruction was central to the participants' tutoring and teaching. Rosalind spoke for all the participants when she said, "The most important thing is to get to know the child." This was often emphasized during interviews. Rosalind said, "The teacher would have to be child-centered and have to think on the way of how to get the child to think."

Mary said that she “validates” students by recognizing and acknowledging their ideas. She emphasized that they have been in so many situations where their ideas have not been acknowledged. It makes a big difference to get some reinforcement, and they respond well to this approach. She said, “It is a puzzle for me to figure out what the next most important step is.” Mary emphasized the importance of observing the child carefully in this process when she said:

You have to think about where the child is. Then you observe the most important thing for them to do next and how you can gear your questioning and your modeling to support that, what you want them to do or what you think they need to do.

Mary talked about how much she wants students to learn. Mary, like all the participants in this study, cares deeply about her students. She seeks to build their confidence and let them know that their ideas are important.

Rebekah described the value of one-on-one instruction. She said that Amanda became more motivated and interested in reading as she centered her entire attention on her. She said that the most important aspect of tutoring was to “consider where the child is, and always let that lead you.” She enjoyed the opportunity to individualize her instruction with Amanda. Rebekah described her transition process from classroom teaching to one-on-one instruction and the benefits of her tutorial experience. When I asked Rebekah about the hardest and easiest things about tutoring, she said:

The hardest thing about tutoring as a teacher accustomed to a whole classroom situation was getting used to the one-on-one instruction format. In the

beginning, my initial ideas for instruction were more suitable for several students, such as literature circle discussions, buddy reading, etc., things that I found helpful for kids. However, after a few sessions, it became much easier.

In the beginning, I hadn't had any experience with tutoring, and so I think I probably tried to lead her instead of letting her lead me in my instruction. And that backfires every time, I think...I found out that it's better to take some time to really dig a little deeper if necessary to find something that interests the child and let their interests lead me instead of trying to force things on them.

After I became used to working one-on-one, I found out how valuable this kind of instruction can be for both the student and the instructor. Rarely had I had the chance to consider a student's needs so deeply. As the sessions continued, this became easier because I was constantly building on what I already knew about the student's reading and writing abilities. In turn, the one-on-one instruction became the easiest thing about tutoring because I could completely individualize my instruction to fit her needs.

Elaine described the comfort level that she and Megan experienced through the tutorial process. She said, "Megan had a lot of attention and there were things geared to her interests. It was probably more of a satisfying situation for her." After Elaine reflected on her experiences in Reading 539, I asked her if she would change her approach if she were tutoring Megan again, and she said, "I think Megan made good progress, and I mean I was happy with what I learned and what she learned. I think I would probably go through it the same way."

Participants noted that satisfaction with the tutorial process often resulted from those moments when students were experiencing ownership of the learning process as they gave them high-interest reading choices. The next section indicates the ways the participants stressed ownership in subtle and explicit ways to help their tutees become independent readers.

### Ownership, Choice, and the Development of Independence

Participants indicated that when students made choices corresponding with their interests, they developed ownership of the learning process. During a focus group discussion, Catherine gave her own definition of ownership that aligned with ideas shared by other participants. She emphasized that a personal connection with books and other reading material helps students to develop ownership of the reading process. Catherine described the importance of ownership in tutoring and classroom teaching. She said:

When I think of ownership, in the tutorial experience and in my classroom encounter, anything that students read, I try to make them relate themselves to it. I ask, "Have you ever done this? Have you ever been to this kind of party?" Right now my class is reading *Tales of a Fourth Grade Nothing*. My kids just love telling tales about how their little brothers or their little sisters terrorize their lives. I think it helps their comprehension so much if they can relate it back to something they've done in the past or if they can link it to their own experience. If they link it to themselves, they gain ownership by being able to comprehend it more and at a different level. We also do writing activities, and they write about something that they've had in common with a person in the book or something

like that along those lines. That's how I look at ownership.

During a focus group discussion, Rosalind agreed with Catherine's definition of ownership. Rosalind described ways that she helps students connect with books. For instance, she likes to have students draw scenes from books to show their comprehension. Rosalind said, "I enjoy seeing that light come on and that smile when they say, Hey, this happened to me." Catherine added:

I think it really helps their interest if you can find something they relate to in some way or something they're interested in because of a past experience. A book will be a lot more meaningful when you do that.

When Elaine defined ownership of the reading process, she emphasized the importance of confidence and personal involvement with books. As Elaine explained her perspective, she shared:

I think ownership would mean when a child actually can read and oftentimes they don't believe they can, or they don't think they are a good reader. Even though they have those strategies, they just don't realize it. Then once they believe that they are a good reader, they start to make selections on their own or to be more active in choosing books in free time. They just become more involved on a personal level with books rather than having to be encouraged all the time.

When Mary described ownership in the reading process, she said, "Ownership of the reading process means that the reader has a self-extending process in place and learns something every time he or she reads. The reader finds reading rewarding in and of itself."

The importance of ownership in the reading process resounded through the interviews. Rebekah described the importance of ownership in the reading process.

Ownership of the reading process to me means becoming an independent reader. Often working one-on-one or with a small group of readers as a teacher I can feel like my students are successful, because I am there prodding them along and giving them support. And that is very important, but the end result is that I want them to be able to do the things that I do as a reader independently. The biggest lesson of ownership for me was finding that balance of giving them support but not totally holding their hands through the process.

Especially with struggling readers it takes such explicit language and such explicit expectations that they have to understand that this is a strategy that you can use, and this is a strategy I expect you to use every time you read. And that seems so simple now that I think about it, but it was a huge light bulb moment for me, you know, when I thought, “My language isn’t conveying that. I’m not making it plain enough that they understand exactly what I expect them to do, and that then I expect them to do it every time.” To me once they have those things under control and they fully understand my expectations, that is when I feel like they have ownership of the process.

When Rebekah considered the importance of choice and ownership in the reading process, she described her experience with Amanda:

For her age group it was difficult at first to find texts that matched her ability but also interests of someone her age. I think this is often a problem with students who are reading below grade level.... I think that helping her realize that she was

in control increased her confidence and motivated her to take risks in her reading, to try things that maybe she would have thought were too challenging in the beginning.

Angela indicated that providing good choices for reading could help children to experience success and to see themselves as readers. Angela shared these ideas:

I think that a lot of the children that we're tutoring don't see themselves as readers. They don't see themselves as anyone who has had success in that area. They've kind of abdicated their role as readers, and they're reluctant to get involved with the reading process. I think by ownership, if we can get the students to the point where they think, "I can do this," and they experience a little bit of success, they can start to take over their own search for ways to enjoy reading.

I think for a lot of them the improvement of reading skills is one of their goals. But it's pushed so far down, because they don't like to deal with it at all by the time they are in trouble. They will move toward enjoyment of reading, and the reading skills develop as an auxiliary of that, when they assume ownership. Then they start seeking out reading opportunities, because we've given so many good ones to choose from. We've shown them so many good possibilities that the reading becomes theirs. It becomes theirs in the same way that my little student took over *Joey Pigza*, because he liked it so much, even though it was over his head. He wanted it so much that it became his book. It became his reading adventure.

The participants described various ways reading became an adventure for their tutees as they experienced ownership of the reading process. The next section describes some of the ways participants made tutoring and classroom teaching enjoyable. They noted that it was important to make tutoring fun, and the language-based approach used in Reading 539 gave them that opportunity.

### Enjoyment of the Tutorial Process

Participants gave many examples to show that they wanted to make tutoring fun for tutees. For example, Angela mentioned the importance of using humor, and other participants talked about enjoyable games and activities. Participants also emphasized that tutoring was enjoyable for them because they could focus attention on one child without the distractions that are typical in a classroom. Rebekah's emphasis on the luxury of working with students one-on-one echoed through the interviews. When I asked Elaine about the easiest aspect of the tutorial process, she focused on the opportunity to work with a student one-on-one when she said:

I think probably the easiest thing was just working with Megan, because it was just fun. I had a lot of fun being able to focus on just one student instead of groups of them all day, because I felt like I could be more effective. It was almost refreshing to have that one-on-one time with a child at the end of the day.

Susan and Catherine both emphasized the ways they gave their students more opportunities to communicate and enjoy language in the classroom as a result of their experience in Reading Education 539 and other reading classes. When Catherine

described the influence of the tutorial process on her teaching during and interview, she said:

I think the tutorial process helped me to be a better teacher in that it helped me to be able to relate to students more and to come up with better ideas to make it more fun for them. I want them to enjoy it as much as I do.

Participants conveyed that they felt the tutoring experiences in 539 provided them the supportive context to experiment with ways of meeting student's needs. Elaine said, "I think probably you can make greater strides in tutoring, because it is one-on-one, and you have a longer amount of time." Throughout the training and mentoring process, emphasis was placed on the importance of concentrating on students' interests and needs to make tutoring enjoyable and to help participants make the most of this opportunity.

The quotes in this section demonstrated that social constructivist strategies and student-centered learning were priorities for the participants. The following sections of this chapter show how the participants applied social constructivist strategies and student-centered learning in tutoring and teaching.

## SOCIAL CONSTRUCTIVIST AND STUDENT-CENTERED TUTORIAL PRACTICES AND STRATEGIES

The quotes in this second major section of Chapter 4 describe ways the participants applied their social constructivist and student-centered beliefs in their tutoring. They used practices and strategies that coordinated with their training as they constructed enjoyable learning experiences for tutees. The third section of this chapter

will show how participants applied these tutorial strategies in their classroom teaching, and it will reveal the impact of these strategies.

The perspectives of the participants coincide directly with the research-based interactive tutorial training they received. During Reading Education 539 the participants learned a wide variety of language-based strategies. Interactive activities gave tutors extensive opportunities to encourage language development and intellectual growth. Brozo and Simpson (2003) asserted that language-based teachers avidly use all the “dimensions” (p. 16) of language to promote students’ knowledge construction and effective communication. Participants interactively encouraged struggling readers to develop new competencies in tutoring.

Participants emphasized the ways they collaborated with students and gave them opportunities to verbalize their thoughts and feelings as they were reading and participating in learning strategies. For example, Rosalind used language-based strategies to build Tyler’s vocabulary, and she said, “I really let him talk a lot.” She guided these discussions to help him formulate stories. When she was helping him construct a story about a trip to Las Vegas she said, “So step by step, feel, visualize....Whenever you read, the same thing should happen. Each word should come alive because you know what it means.” She emphasized Tyler’s interest in dogs, and she said, “A lot of his stories were based on things he knew....We would make sure his vocabulary was matched with his experiences.”

The next section describes the ways participants applied aspects of the training they received in Reading 539. Initially, diagnostic reports from the previous semester helped participants to provide appropriate reading materials for their tutees. Then lesson

plans and reflective notes helped them to keep their instruction responsive to individual needs. Participants described specific ways the lesson plans and reflective notes they compiled during the practicum were beneficial in their tutoring. They also noted ways they supported the efforts of struggling readers with scaffolding to encourage ownership of the learning process. While participants were supporting the efforts of their tutees, they were grateful for the support and encouragement they received as they were mentored. Mentoring throughout the semester gave them insights for effective instruction during the tutorial process.

### Training Procedures for Tutoring

All of the participants received training for tutoring during the three-semester-hour course Reading 539. The section about Reading Education 539 in Chapter 3 describes the lesson plans, reflective notes, and the “My Bag” strategy used in this tutorial practicum. This course was designed with a social constructivist framework that gave the tutors the flexibility and the freedom to apply meaningful language-based strategies that matched the needs and interests of their tutees.

### *Diagnostic Reports*

Diagnostic reports that were compiled by students in the course on diagnostic assessment of reading problems during the previous semester served as springboards for meeting the needs of the tutees and focusing on their interests during lesson planning. Participants said that the reports from this diagnostic testing were helpful. Susan noted that “assessment is a big key” for meeting students’ needs.

Rebekah said, “It really helped to see where she was and to be able to use that to get her where I wanted her to go.” When I asked her to identify the aspect of tutoring that surprised her Rebekah said:

I think in the beginning it would probably be how powerful the diagnostic testing can be. I don’t know that I ever really considered that. You don’t lose any time guessing when you do that. That surprised me a little bit in the beginning because I hadn’t really had any experience with...with that.

### *Lesson Plans*

Participants noted ways that lesson plans provided a beneficial framework that “took the guesswork out of tutoring.” For example, Rosalind emphasized her agenda with Tyler and used it as a springboard for his instructional choices within a framework of objectives and specific activities. She explained her approach when the tutorial session began:

He said, “What are we going to do today?” ...I had an agenda ready for him, and I said, “Now in each one of these activities, how do you want to do it?” ...Then he had a choice, but oh yes, the theater was it....A story was always at the end. He knew exactly what to do. He would say, “Can I do this with the theater?” I said, “Sure.” So he had a choice in whatever we needed to get done that day, and it worked out.

Rebekah, like all of the participants in this study, emphasized the importance of focusing on the interests and abilities of students when planning lessons. She related the importance of these aspects of lesson planning:

I would try to motivate Amanda by considering her interests and her abilities when planning lessons. I think that it is very important for a student to feel that her interests and her thoughts are being considered. As far as actual support in a specific reading and writing situation, I would try to provide encouragement and coach in a way that would make a strategy available to her in other situations when she is working alone or at school.

If, for instance, she would bog down on a word in a text, I would encourage her to think about the story and about the word and to find any parts of that word that she might know. And from there I would encourage her to give it a try and see if her attempt made sense. In this way I could let her know that this was a strategy that good readers use in any reading situation.

Elaine also found that the clearly defined objectives in her lesson plans helped her identify Megan's major area of need early in the tutoring process. Then she could structure lesson plans to help Megan improve her writing in conjunction with her reading. When I asked Elaine if she thought much about how Megan was constructing meaning and putting things together in her own mind during lessons, Elaine described the benefits of specifically defined objectives in lesson planning. She explained it in this way:

Initially as our lessons went on in that reflection process, the goals I had for each lesson were broken down so that we were doing our writing, then reading fiction, and then some kind of comprehension activity, and then non-fiction. I think that breaking those down, since there are different ways of approaching meaning for each one of those was helpful. Having separate and clear objectives for each area might have helped me understand like early on that writing was her major area of

need rather than confusing it with the reading objective, because they were clear. Having those objectives separated helped me to understand and pinpoint what her major area of need was. I hadn't even thought about that until now. That was a good question.

Elaine noted that the textbook for Reading 539 had given her ideas about how to pinpoint Megan's specific needs and address them through specific strategies. Elaine said:

Our textbook...had a lot of lessons and activities to choose from in the back. They were good lessons, and they were broken down into what specific need that student had, like a verbal need or a written need. You could really pinpoint, based on research, exactly what lesson would be effective. I used mini-lessons based on those ideas and based on her needs, and they really seemed to work. They were effective.

Elaine concentrated on writing, since that was Megan's area of greatest need, and she incorporated it with reading. The training process for Reading Education 539 emphasized holistic integration of these threads of instruction, and Elaine described the benefits Megan derived from this approach. Elaine explained:

Since reading and writing are connected, I think one can't move forward without the other moving forward too. Her writing was definitely her weakest area that was holding her back, so I saw a lot of improvement with that too.

Elaine found that she was able to boost Megan's confidence as she prepared lessons based on her interests and conducted lessons in a supportive environment without pressure. When I asked Elaine what kinds of support she gave to Megan to help her

experience success in the tutorial process, she described the ways her lessons served as a support system for Megan. When she explained this support system, Elaine said:

Well, the planning, definitely, going in prepared for each lesson with activities and books that I knew she would be interested in as I learned more about her.

And then just that kind of non-pressure situation that the progress we make is going to be fine whether it is a little bit or a lot. And we were doing sort of a tandem reading experience and writing so that she could write for a while. Then I could write some. And that could change, because each day she would change. She might be more energetic one day, and then after her spring break, she was not so energetic to come back and write a lot. So it would vary, and I think the support of her not feeling pressure was a support in itself.

Broaddus and Bloodgood (1999) emphasized that training for the design and implementation of lesson plans helped tutors in their graduate reading classes to make mutually supportive and shared decision-making processes integral parts of the tutorial experience. Participants emphasized the student-centered flexible nature of their lesson plans. They used a carefully planned framework as a guide for meaning construction and creative interaction that gradually became more student-led. For example, Elaine's tutoring became more student-led as she and Megan constructed meaning together. Through this process Elaine began "letting her have an active voice in what she wanted to do." She designed lesson plans to meet her objectives within a framework that gave Megan the opportunity to make choices relating to her interests. Elaine said, "She could pursue the art interest or the dog interest or the mystery interest. The activities could be planned around any of those, but that was truly her choice of what we went with." As

Elaine described this process, she said that she “followed examples from tutoring sessions from past semesters at first.” Then Elaine said:

I had planned on doing some other things too, and as we moved through the sessions, they became more student-directed rather than teacher-directed.

Because at the beginning I guess I wanted to make sure I had enough to last, and of course, I had too much. So we began to weed out those things she did not find interesting and move more toward the things she found interesting and expand on those as the sessions continued.

When I asked Elaine if there were any aspects of the tutorial process that surprised her, she emphasized the profound impact of concentrating on students interests. As she reflected on her tutorial experience, Elaine said:

I knew that interest was important, but I think that was a little bit surprising in the amount of progress she could make when those activities were planned around things she was totally interested in. I didn’t realize how effective that would be.

### *Reflective Notes*

Participants emphasized the value of reflective notes during the tutorial process. During interviews and focus group sessions the participants indicated ways their reflections helped them create learning experiences that were responsive to their tutee’s needs and interests. For example, Susan said that her reflections directed her instruction and caused her to be aware of things that she might have missed. She said:

Reflective notes were very beneficial to me. It just gave me an opportunity to think back over our lesson together. Really I think the notes are what made me realize that Matt was not internalizing and taking ownership of his learning. Of

course, that was so critical. It really did direct my instruction with him, because as I reflected, I could see, “Oh, wow! He really was getting this strategy. It’s time to move on.” At other times I thought, “We’ve been working on this, and it’s just not clicking. So I think I need to approach it in a little different way.” It was definitely beneficial. It did direct my teaching, and it made me bring certain things to his attention that maybe I would have missed had I not been reflective.

This reflective process often coordinated with the participants’ teaching experiences. For example, Elaine described the process of writing her reflective notes, which she found beneficial. Certain incidents that occurred in her class during the week reminded her of items that she wanted to include in her reflective notes. When Elaine explained her reflective process, she said:

Our class was on Monday night, so as I was teaching throughout the week, I would be reminded of things during the week with other lessons with other kids. I liked to wait a few days before I actually sat down and wrote anything, because more things would occur to me over the next few days. I would typically wait until Thursday or Friday night to write my reflections, because I was still mulling it all over mentally.

When Elaine elaborated on the reflective process during Reading 539, she explained:

It was beneficial just to stop and really think. When you spend one week really reflecting on one lesson, it’s gonna give you a lot of insight rather than doing five a day, which is normally how we speed through the week.

When I asked Elaine about the highlights of her experience in Reading 539, she mentioned the reflective notes and interest-based strategies.

I think that the reflections.... I will continue to use that in the future. That's probably one of the more important things I'll take away from that class was just taking that extra time to reflect and then also the interest planning for students ahead of time. I've done that in the past in not so academic ways but more social ways and getting to know kids and what they like, connecting with them socially, but I think I've seen how powerful that can be academically too, which it makes a lot of sense now. But I guess it just takes that extra little bit of time, but it's well worth it.

Rebekah attributed her success with Amanda to the introspective power of reflective notes in the tutorial process. When Rebekah described the importance of those notes in her tutoring, she said:

I just can't imagine working with Amanda without being reflective. It just wouldn't have worked, because in the beginning it was so hard to pinpoint areas that would spark her interest. It was so hard to really zero in on what was going on with her. With a sixth grader, so much of what they are doing is internal at that point. It is not something you are seeing them do on the outside, so I had to be reflective in the strategies I was trying with her to figure out why certain things were working and why others weren't. That helped me to make better choices as far as materials to use and activities to pursue. I just don't think I could have had any success with her without really reflecting on what we were doing and why it

was working and why it wasn't. I was just trying to really improve my teaching practice and help her move forward.

### *Scaffolding*

Participants used various forms of scaffolding throughout the practicum to help tutees experience success and ownership of the learning process. For instance, Rebekah described the support she provided for Amanda. She helped Amanda to become aware that she could readily use specific strategies in various situations. She related the specific meaning-making strategies she used with Amanda:

If for instance she would bog down on a word in a text, I would encourage her to think about the story and about the word and to find any parts of that word that she might know. And from there I would encourage her to give it a try and see if her attempt made sense. In this way I could let her know that this was a strategy that good readers use in any reading situation.

Scaffolding to “mediate or augment a child’s learning” has been emphasized in the research literature (Dixon-Krauss, 1996, p. 16). Mary described the apprenticeship approach involved in scaffolding tutorial activities to meet students’ needs:

In the apprenticeship approach, the development of a relationship and the fact that you are modeling for the child are important. You are helping the child to become a more competent reader and writer each day with the scaffolding that you are giving them. As they become more competent, you pull some of the scaffolding away. Then as they learn new things you put it back up again and take it down. Then you put it back up again and take it down. We really need to think about that. If you are constantly giving them twelve steps of scaffolding for everything

and they never get to take on the task themselves, they are just not going to learn and they are not going to be independent.

Mary also related the specific questioning techniques she uses to help students solve the puzzle to make meaning in the reading process:

You have to be very observant to figure out what they need and what they don't need. If they don't need your support, you shouldn't be giving it to them. You should be hopefully taking it away just to see. Then use questioning techniques. Ask, "How did you know that? How did you figure it out?" Then they will internalize what you are trying to show them....Then they will begin to verbalize it. They begin to get the picture, and you don't want them to waste ten minutes going down some list and saying, "I could do this. I could do this." They instinctively start to take it on by what is easiest for them to do first. That is usually to look at the picture, but some kids don't. It is easier for them to look at the first letter....Everyone has a different way of solving a puzzle, and one thing isn't more important than any other thing. It is what their preference is. If that doesn't work, they try something else. It is really up to them.

Mary emphasized the importance of building independence, and she also emphasized the importance of supplying what students need without making them struggle. Mary said, "I just try not to be confusing. I try to be as direct as I possibly can." She indicated that the teacher or tutor should do for students what they cannot do for themselves. She went on to say:

Do whatever they need. Even when you are modeling predicting first letter, many, many times you will say, "What could I do here?" Then you model it as many

times as it takes, because they do want to be right. They do want to get it. I find lots of times if a kid isn't getting it, the concept wasn't modeled enough. If they knew what I wanted, they could probably give it to me. There is probably something I am not doing enough.... You just have to be patient, because if they really knew it, they would produce it for you.

Angela described the overall benefits of the scaffolding process in tutoring. She indicated that the guidance of scaffolding helps the tutor build bridges toward the next level of independence in the learning process. When Angela reflected on the value of scaffolding as she compared tutoring and classroom teaching, she said:

As in Vygotsky's whole scaffolding idea, if you are seeing what the learner knows, using what you know to be just beyond that and laying planks, building bridges to help him or her get to that next level. If you have time to look at that one learner and see and find out and hear where the glitches are, where the strengths are, what system, and what understandings seem to be operating for them, then, assuming you know where you're going, you can help so much better.

### *The Goal of Ownership and Independent Reading*

All of the participants used specific reading strategies to help their tutees develop ownership of the reading process and become independent readers. For instance, Rebekah, when describing the generative strategies she used to help Amanda develop ownership of the reading process and become a more independent reader stated:

I found reading strategies that could become generative for her to use the most helpful. For example, thinking about what makes sense in a text. Thinking about parts of words and how they work and what would look right and sound right.

This made more sense to me because I wanted her to be able to independently help herself.

Rebekah found that explicit instructions helped Amanda to take ownership of the reading process. Rebekah helped Amanda see that she needed to use these strategies independently and not just when she prompted her to do so.

I think that being explicit in what I expected motivated her. Often I think we ask students to do things but don't fully explain why they are to do it and why it is a good thing for a good reader to do. In my experience students who are harder to teach need to be told exactly what they should do independently.

For instance, if the student is having difficulty with a word, I can verbally encourage her to use these strategies to think about what makes sense, how words work, etc. but I must also inform her that she needs to do these things independently and not just when I prompt her to do so.

As Rebekah and Amanda discussed strategies that would be helpful in "any reading situation," Amanda developed ownership of the reading process. Rebekah noted that when Amanda realized that she was in control of the reading process, she became more confident and more willing to take risks. Then Amanda began "to try things that maybe she would have thought were too challenging in the beginning."

Mary emphasized the enjoyable elements of tutoring to help Cindy to relax and to take ownership of the learning process. At the beginning of Cindy's tutorial sessions, Cindy emphasized that she could not read. Mary focused on the highlights of tutoring to increase her confidence with reading. When I asked Mary about her approach with Cindy, she said:

I don't know that I did [discuss the reason for tutoring] other than just to say that we're going to read and write. Then we'll make some scrapbooks and have a pen pal. I think I approached it as more of a fun thing, because she was well aware. There was no need to go back over her reading problems, because she was well aware of that. That was practically the first thing she said to me, so I think she knew why she was here.

Susan made tutoring enjoyable for Matt and provided a wide variety of activities for him. When she realized that he was not taking ownership of the reading process, she took steps to make him aware of that ownership was essential. Susan said, "Once I realized he wasn't internalizing what we were doing, I had to really focus on it and help him understand that this was something to take ownership of." She described her experience with Matt and the importance of ownership for the transfer of learning:

I was not empowering him in any way to take what I was teaching in the tutoring process back to school with him or back home with him to use. When I realized that, it just made me want to pass the baton to him to say, "This tutoring is not for me. This is for you." And it just made me realize that I had to do whatever it took to give him the chance to embrace those comprehension skills so that he could as a reader go and use that on Saturday morning if he is reading a book or Thursday afternoon if he is in school reading an assignment. I wanted him to be able to take that and specifically apply it to his reading. I guess the ownership to me meant everything. If he didn't get that ownership, it was in vain, but once he received that ownership and realized that it was for his benefit, I was no longer necessary. That was the goal in the end.

Mary described the importance of ownership in the reading process and the value of giving tutees the opportunity to feel a sense of control over their reading.

It is important for the reader to become a life-long reader who reads for information and enjoyment. When students begin to feel a sense of control over their reading, problem solving becomes more automatic and rewarding to them. Cuing systems become intrinsic.

### *Mentoring*

The participants expressed gratitude for receiving sustained mentoring in the tutorial process and found it to be very valuable. For example, during an interview Angela described the ways mentoring helped her as she tutored Philip.

Well, in this particular case, what I had was an adolescent boy, and the professor in the class, Dr. Brozo, had just written a book, probably what'll be the definitive book on interesting boys in reading, you know, being a boy, being a reader....He had really attuned to how to reach boys, because our schools disenfranchised them in so many ways. And here it was, a national expert looking over my shoulder saying, "Maybe you should think of doing this." It was an ideal situation to learn under. So having someone who really knows a lot more about the reading process, about special groups, special needs, about the tutoring process itself...use that and then walk around and watch you and guide you....It's a good setup. It's a very good setup to learn...to learn to work with one child at a time and start to see ways you could use the time optimally.

I learned a lot more about tutoring in those less than a dozen sessions than I did in the entire year that I tutored the other student. He made some progress. He

was reading at grade level by the time we finished and certainly wasn't before.

But it took a year, twice a week. I wish I'd had the other student after I'd had this class too. But so, I think the supervised guided aspects of the feedback that we got—the questioning, the prodding me out of my comfort zone—were a good way to do it.

During a focus group Angela elaborated on the value of reflective notes in conjunction with Dr. Brozo's feedback during the tutorial process.

In Reading 539, at first I thought the reflection, the requirement reflecting on it, was just something that, oh, was going to force me to think when I was too tired to think. But just stopping and looking back at what you've done pulls things out of you that you don't know are there until you've written them down. Then, in this class in particular, having the author of one of the books over here to look over those reflective notes and add to them, respond to them, point you in directions so you got past the just, "I'll never try that again. That didn't work." It was just sort of was like it was our way too of opening up to Dr. Brozo, so he could tutor us. And that was very helpful. Any sort of reflective notes I take now don't have that, so they're not worth quite as much. But it was a very good, maybe even more important than writing up the lesson plans in the first place.

During a focus group Rosalind agreed with Angela in relation to the value of reflective notes in addition to Dr. Brozo's written comments and verbal suggestions.

You know, you are very right about that, both of them, because not only did I appreciate the written reflection, but that oral reflection from Dr. Brozo really hit. And the way that Dr. Brozo presented what he said, really made you think, and he

knows that each one of us has our specific abilities and that we're good in them.

That's why I like him. He's really good. But actually, you see, he knew us

personally, too, to assign the student to us.... The one-on-one that we had with

Dr. Brozo was excellent. I really could tell things by his tone of voice. Sometimes

you see it in writing and don't get the full emphasis of what is meant by what he

is saying. But when I heard his tone of voice and how he said it, that really made

me think, "Okay, how can I help this child? How can I get to know him better?

How can I really stimulate this boy to get him motivated to do something?" And

that was very clear. I really liked that. It's really good for me.

Although Mary was actively mentored during Reading 539, she indicated that she

was so comfortable that she did not feel like she was being observed. This mentoring was

so thorough that Angela described it as tutoring, yet Mary indicated that it seemed more

like teamwork than a critique.

Dr. Brozo isn't an overbearing-type person, so I didn't feel like someone was

being critical with me or watching me per se. He was very positive....Dr. Brozo

was always very nice and positive and encouraging....I felt like there was respect.

And if you were doing your best and doing what he asked you to do, he sort of

rewarded you with positive comments. It was a good experience all around.

During the training process participants learned about a wide variety of strategies

to use during Reading Education 539, and they had the freedom to use the strategies that

were the most responsive to the needs and interests of their tutees. Quotes in the next

section of this chapter describe the strategies that participants found most effective during

the reading practicum.

## Strategies Used in Tutoring

Tutorial strategies were individualized to students' interests and tailored to what students needed in order to grow as readers. Participants described a variety of methods they used to interactively construct meaning with tutees. Beneficial books and materials made this process meaningful and enjoyable. Susan described a typical tutorial procedure with Matt that was similar to the approach used by other participants.

Susan outlined the process she used with Matt to build his comprehension skills during tutorial sessions. These procedures aligned with Tancock's (1994) framework for lesson planning with descriptions of strategies to use before, during, and after reading.

I did a lot of pre-reading activities with Matt to activate his knowledge of the topic we were reading. Then the better his knowledge base was, the better he was able to comprehend. I was preparing him through picture walks and vocabulary study. We discussed what would happen. Then we read the books and discussed what we read. We made predictions and checked our predictions. We were also retelling the story in our own words and practicing all those skills. I helped him build those skills, one on top of the other, to help build his comprehension.

When Rebekah described a typical tutorial session with Amanda, she emphasized strategies for the writing process, working with words, and the importance of finding a book that Amanda enjoyed. Rebekah's description shows the ways she incorporated reading, writing, and study skills into each of her lessons. Rebekah outlined a typical tutorial session in this way:

We would begin by reading a letter from our pen pal, who was another student who came to the Center for tutoring, and we would respond with another

letter. Next we would normally do some work with maybe some flashcards or some sentences cut up where we would put them together like a puzzle. Then we would do some writing, and normally it would be where the student would do the writing, or it would be a language-experience story where she would dictate, and I would do the writing.

We would have the words on cards, and we called them fractions because we would talk about the syllables making up the parts of the word. This was helpful as a decoding strategy that could then be applied in actual texts as well as simply learning how words work. At the very end of the session we would do some reading in a text. We did other books too, but *Sarah Plain and Tall* is the one we ended up with at the end.

### *Beneficial Books and Materials*

Since the emphasis in Reading 539 is on the importance of authentic reading experiences and the actual time spent reading during the tutorial process, the selection of the right materials for the right students was essential. When Mary described her typical procedures for tutoring Cindy, she emphasized the importance of good books. She said:

Typically, we did our pen pal letter writing. We always did journal writing. Writing is an essential component of learning how to read. We always read books. Once she had a little stack of books we'd do familiar reading, and then we'd read new books. I'd always read aloud to her. Dr. Brozo said something that stuck with me. He said, "Every kid deserves to have good literature. I understand the purpose of the little readers, to get their awareness of print going; but you've got to include some books that are interesting and neat like Newberry winners

because they deserve that.” That really stuck with me, so I tried to bring something in that was interesting and just read it to her. Then we always did something for her scrapbook every day.

Cullinan (1993) emphasized that if we use books that meet and expand students’ interests, “we can breathe the essence of literature into our readers’ lives and make readers for life” (p. 6). As participants related the tutorial experience to the needs and interests of students, they found certain books and materials particularly beneficial. Susan described a book she found especially beneficial with Matt:

I would say that the most powerful book that I used with Matt was the *Picture Book of Jackie Robinson* by David A. Adler. This book is just a wonderful story about Jackie Robinson, but I think the most powerful thing about this story was that it related to baseball. And that was one of Matt’s passions. It was written on an easy level, and he experienced success with it. And I just really think it sparked interest but also allowed him to have success. Both of those keys together really were a benefit to him.

When Susan read *Maniac Magee* by Jerry Spinelli to Matt and gave him the opportunity to make a story map, she found that he had trouble relating to racial issues in the book. She used a book about Jackie Robinson to help Matt understand racial issues more fully. This also helped him understand the positive steps toward racial equality that have been made since Jackie Robinson broke the color line. Susan said:

Another book that I used was *Jackie Robinson Breaks the Color Line* by Andrew Sintella. This was also a very good book. We didn’t read it cover to cover, but it highlighted Jackie Robinson’s challenges as a Black baseball player. I think it just

helped Matt to understand the racial issues a little bit more and just how the world has changed in such different ways and definitely for the better. For the most part this book was another book that highlighted his baseball interest.

When I asked Susan how she identified appropriate reading materials for Matt, she reflected on her experience in this way:

I wanted to start out the tutorial time with Matt on a positive note, and I felt like it was very important to not put a book in front of him that would be on his frustration level, because that is all he had seen in school. The Reading Center here at the university had the Wright Group books available to use, so I would pull from those a lot just because I knew he could be successful with them. Then after getting an idea of where he was, as far as his ability level. I then went to the library and asked teachers for baseball books. Because I knew at that point pretty much what he could handle, and I could support him if it was too difficult.

I think the *Picture Book of Jackie Robinson* was so successful because it was right at the level where he was reading, and it was of high interest. Now we did have to push aside some of the other baseball books that did get too difficult. And I just felt like that was important, because reading them would have defeated the whole purpose in learning to enjoy it and applying these skills that I was challenging him to apply.

Rebekah discovered that Amanda was interested in wooly mammoths during a conversation. Then she used material on dinosaurs and wooly mammoths from the Internet. That material was a catalyst for Amanda's motivation. Rebekah said, "I think probably that was a major transition for us.... Finding the dinosaurs just got her

interested, and she was a lot more confident because she was excited about it.” Rebekah described the ways high-interest material awakened Amanda’s curiosity and inspired her to become more interested in reading:

A big help to me was using the Internet, because it would spark that age group interest-wise and yet be on a level that is not too overwhelming....She indicated an interest in dinosaurs and especially wooly mammoths. Fortunately, I was able to find texts that would interest her. I also found a great Discovery Channel Website with a lot of information about wooly mammoths....That was probably the point at which she started to become much more motivated....Her facial expressions told me definitely that she was much more excited. Also, she stopped avoiding reading. She was much more willing to read because she wanted to find out more about wooly mammoths.

When Elaine discovered that Megan was interested in solving mysteries and training dogs, she found a detective book about Wishbone that combined those interests. Elaine also said she found information on the Internet and a “non-fiction book that had lots of cute secret code breakers and little detective hints like how to do fingerprints.” She related Megan’s experience with the book about Wishbone when I asked her to describe a time when Megan was really engaged in the reading process:

I knew that she enjoyed mystery books, and the one we used was a fiction book in the *Wishbone* mystery series. She enjoyed that a lot. She would begin to read with expression and stop to laugh about the jokes or the humor in the book. She would stop to ask me a question or if I thought that was funny too. Then I knew

she was really enjoying that book and really being an active reader and understanding it.

The previous section described tutorial practices and strategies that the participants found valuable in the tutorial process. The excerpts from interviews and focus group sessions in the next section are the participants' descriptions of the highlights of tutoring.

### Highlights of Tutoring

This section describing the highlights of tutoring is intended to augment other discussions of tutorial practices and strategies to show what was most important to the participants. When participants described the highlights of their tutorial experience, they often referred to the strategies that they found beneficial and the changes that they saw in the lives of tutees. Thus, this section with the highlights of tutoring reveals effective strategies that the participants used during tutoring and outcomes of the tutorial process. Throughout the semester the participants developed a close rapport with their tutees, and many of the participants reported that they experienced the highlights of tutoring near the end of the practicum. After they saw the progress their tutees made during tutoring, participants said they wished they could continue tutoring in order to take their tutees to the next level of reading achievement.

When I asked Elaine what she would consider highlights from Reading 539, she said:

I think the ability to just focus in on one student was really refreshing. I wish we had time to do that with all our kids. That would be a perfect world.... The

general approach of preparation and reflection helped a lot, and basing it on their interests was an important thing I took away.

Elaine said that her most satisfying experience occurred near the end of the practicum period. She was pleased when Megan checked out a book from the library that she would not have attempted previously. This showed that she gained confidence and learned to use reading strategies effectively as a result of tutoring. Elaine said:

At the beginning of her sessions we were talking about mysteries, and I said, “Oh, you like mysteries.” We were talking about that, and I asked her about *Nancy Drew* mysteries. And she made a comment about them being too hard for her. She said she had seen them, but she didn’t really like to read those because they were too difficult. By the end of our sessions, I felt really excited when she came in one night and said that she had checked out that *Nancy Drew* mystery for her library book. She said that she was already on chapter nine or something.

I don’t think it was a matter of the ability really not being there, but she needed to understand, you know, the strategies of working through words. Since she didn’t know those strategies, it increased her frustration level, and it seemed pretty low when we first started.

I think that is a good summary of her experiences. You know, at the beginning she was afraid of that book, and by the end she was plowing right through it, happily enjoying it.

Many participants described effective reading strategies as highlights. When Elaine elaborated on her tutorial experience and analyzed the reasons why Megan gained greater confidence with reading, she noted the impact of the strategies Megan learned:

That was really good, and I think a large part of that can be attributed to the strategies she developed. I think the strategies she developed helped her become a more proficient reader and more competent reader, because then reading wasn't such a mystery. She knew what to do about words she didn't know or at least knew more strategies to try, and I think that made her just more confident in general. She read with expression and she really understood the humor in the book, so that's an obvious indicator of comprehension if she's getting the jokes.

Participants were enthusiastic about the impact of pen pal letters. Elaine identified that Megan needed to improve her writing at the beginning of her tutorial sessions, and she noticed specific improvement as Megan wrote pen pal letters. Elaine said, "We kept the pen pal letters we wrote in a notebook, and we kept the reading responses in a notebook. Each page was dated, and you could see the progress from week to week." When Elaine elaborated on the benefits of pen pal letters in her tutorial sessions with Megan, she shared:

It was motivating, and it was more authentic. It was something that was important to her. It gave her a rationale for doing it. She understood why she was doing it, and she was benefiting from it. It wasn't just a case where I said, "Here is a pen pal activity we are going to do today."

She knew that if she wrote this pen pal letter to a girl, she was going to get a response. Then as we were writing, we discovered that the girl had actually read the same book she was reading. That was an added bonus, and we were able to ask questions. That was even more motivating for her to want to get those responses back and to ask more questions.

Rebekah reported that pen pal letters boosted Amanda's enthusiasm for writing and increased her engagement in learning. She said that was a "real breakthrough" for her interest in writing. When Rebekah described Amanda's enthusiasm for writing pen pal letters she said:

We also did a pen pal activity, which was a great way to incorporate the reading and the writing. I'm such a firm believer in reading and writing driving each other as processes. That was a good experience. It really got her to zero in on how to get her thoughts on paper, and then, of course, it was a great reading experience when she would get a letter from her pen pal to go back and read.

I felt that she was really engaged during pen pal writing because she had taken a real interest in trying to guess who her pen pal was. She had lots of questions for her pen pal, and she had lots to tell him. Because she was so interested and found it to be such a fun activity, I felt like she was engaged in learning almost without her realizing it.

Rebekah, like many of the participants, reported that she experienced the highlights of tutoring near the end of the tutorial experience. When she enthusiastically described those rewarding moments when Amanda really enjoyed reading *Sarah Plain and Tall*, Rebekah said, "The most satisfying experience happened towards the end of the tutoring sessions. I had finally tapped into an area of interest with *Sarah Plain and Tall*." Rebekah noted that Amanda's interest in *Sarah Plain and Tall* increased as she connected this book with other texts. Rebekah explained it in this way:

The greatest success I had was with *Sarah Plain and Tall* with Amanda. She loved this book, and this was when I really saw that spark. Up until then I just

really felt like I was pulling and pulling but not getting a whole lot of results. This book opened up a lot. When we started *Sarah Plain and Tall*, my student quickly connected it with the *Little House on the Prairie* books. She had indicated an interest in the *Little House* books which gave me the idea to try *Sarah Plain and Tall*. During our reading we would make connections with things that reminded me of the *Little House* books, which helped her comprehend *Sarah Plain and Tall* to a greater degree.

We could do a lot of work with reading comprehension and on our word solving skills, and she didn't mind it. It didn't seem as much like work to her because she got so into the story.... We did a lot of good work on comprehension and making connections with other books, and at the end my student was very excited about continuing to read the sequel on her own. This was exciting because at the beginning she was very reluctant to admit any interest in reading at all.

Catherine considered the dictation translation strategy a highlight of her tutorial experience. During a focus group Catherine described it as an enjoyable reading activity that helped Cassie to be "more mindful" of her reading. Catherine said:

That was something she enjoyed so much. She would read, and I would record her voice as she read. Then we would listen back and go through, and she would try to correct her mistakes. She wanted to do that every night. After two or three sessions of doing that, she would correct her mistakes before she got back to listening to the tape. As soon as she read, she would know because she became so much more mindful of what she was reading, knowing that she was reading for a

purpose. Then she was not just going through the words just as fast as she could to get to the end.

Highlights of the tutorial experience for Susan and Rosalind originated from their concerns about their students. Susan was concerned that Matt was not taking ownership of his reading. Rosalind was concerned about Tyler's behavior and lack of cooperation in the tutorial process.

In a "moment of inspiration" Susan decided to use the metaphor of a reading tool belt as a tangible way to promote Matt's ownership of reading skills and strategies. She felt that her reflective notes were a catalyst for this moment of inspiration as she carefully contemplated Matt's academic needs and the results of the strategies she was using.

Susan described her experience:

When I was just trying to reach Matt with the comprehension strategies, I found that it wasn't always working, and modeling wasn't always working. I mean just everything seemed to be failing. Then one day I was inspired to make an analogy with a tool belt, and I said, "Okay, let's get out our reading tool belt." Then we talked about the tools that you would typically see on a tool belt, and I associated those tools with the different reading strategies. I felt like that was like a light bulb moment for him because even though I didn't have a tangible tool belt, we could imagine putting on our tool belt. Then we could pull out the hammer and do what we had associated with the hammer. So I would say that was inspired by the reflective notes.

Rosalind said she thought the most effective tutorial strategy that she used with Tyler was the theater. She said:

I think the theater was the most effective [strategy], because I never thought that a tool like that could open up such the mentality for words that was inside his brain. I mean everything. He was more expressive, and this expression in learning became more powerful than his behavior. He had always been expressive in his behavior. He would say, "I'm not doing it. I'm not going to study anything. You can't tell me what to do." But in that theater, he was able to express himself more intellectually. I mean he had a wealth of words. I wished I had thought of this theater earlier. It was something that was needed, and I will continue to use it. And it really brought him out. It really did.

Rosalind told about the difference the theater made in Tyler's behavior and engagement in the learning process when she brought it to the Reading Center for tutorial sessions.

So that worked out really well for him. That was during that period of time when I said, "We are going to do this, and he would fight to no end. His behavior was really bad. Dr. Brozo said, "Bring in something that would keep him busy and occupied." I thought, "I know of just the very thing." That is when I thought of the theater. Before it was so structured that he was fighting, and his behavior was really bad. When I brought that theater in, I said, "Guess what? We are going to play with this. We are going to read first, and then you are going to tell me what you want to act out. Then I would say, "Let's do some spelling words now." Each day was different.

When Rosalind used this tabletop theater with Tyler, she incorporated vocabulary lists and writing activities into her instruction. Tyler particularly enjoyed seeing his name

in the stories she created. After she modeled story writing for him, Tyler dictated stories to her, and eventually created his own stories. Rosalind described the way she initiated that process.

I really started thinking of ways of how to keep him involved, keeping his mind on stories and writing. I would even write stories, and I would stick to the word list. Then he would have to read that to me. He was so excited about them that I would write and put his name in them. Dr. Hargis had suggested that. I started incorporating that, and every week I would bring back a new story.

As Rosalind also used strategies for word analysis and a variety of high interest materials with Tyler, she found books in the Reading Center library that helped Tyler construct meaning and develop reading skills in the context of good literature. As she discussed books with Tyler, she asked him thought-provoking questions to help him to think like an author. This inspired him to write his own stories as the Reading 539 practicum continued. When Rosalind described strategies she used with Tyler, she said:

I would get books thick enough just to read a quick story. Then I would get him to tell me what happened in the story. I would say, “What was the story about? If you were writing this story, how would you write it?”

Rosalind said that the theater made “learning more powerful than his behavior,” and caused him to go into his “own world.” Through his stories, he shared that world with her and gave her new insights into his thinking. Rosalind specifically described ways that the theater enhanced Tyler’s creative expression and helped him to write his own stories.

The theater was what opened his world. That is what blew me out of my mind because I was getting nowhere with him, and even though I had all these different strategies, it wasn't clicking. He just wouldn't do anything, but when that theater appeared, that blew my mind. Then all these different methods really started working. He would get the doll and talk to it. He would say, "You know this is what happened. Now don't do that!" With the theater, he was able to put the story in order. After a while he said, "Can I just play with the theater?" I said, "Sure." That is when he really became creative. It was really good. It was a time for him just to relax.

According to Csikszentmihalyi (1990), "Enjoyment comes at a very specific point: whenever the opportunities for action perceived by the individual are equal to his or her capabilities" (p. 52). As Tyler enjoyed the theater, he began to grow academically and express himself in beneficial ways. When Rosalind reflected on the benefits of the theater she said:

I guess that is why people say what they are saying about actors and actresses. They have this ability. They have always lived in their own little worlds when they were small, and when they are older, acting is something that they are able to express themselves in. It brings out things that people normally would not see, and that is what that theater did for Tyler. It brought out things. He was in his own little world, and he could express himself in whatever way that he wanted to through the dolls or in a story. It was amazing....It worked. And it made teaching easier. It just made a difference, a total difference in teaching him through the theater.

Both Rosalind and Mary mentioned that readers' theater was a highlight. They saw their students gaining confidence and paying attention to print as they interacted through readers' theater. Rosalind described the impact of reader's theater on Tyler. Rosalind coached Tyler while Mary coached Cindy. Then they combined their efforts with enjoyable teamwork that was memorable and beneficial for everyone involved. Rosalind indicated that working with a peer was very beneficial for Tyler. When Rosalind described their experience with reader's theater she said:

So we were able to practice that back and forth. Then they both read it together. So I guess it was coaching with that, but that was the first time he had ever done something like that with another person. So it was interesting now that I think about it how reading with another peer really sparked something, because he listened to how she expressed herself. And then it kicked in with him. It is amazing the power of a peer.

Participants noted outcomes of their tutoring as highlights. For instance, Mary mentioned that writing became a highlight for Cindy as Cindy increased her understanding of letters and words. Mary used the analogy of a house to describe the foundation of literacy that she provided through scaffolding to help Cindy develop her ability to construct meaning from texts. When Mary described these highlights and related Cindy's progress during tutoring she said:

I would definitely say the writing was a highlight, and she learned a whole lot more about letters and words, firming that up. That was really building that foundation. It is like a house. If the foundation isn't strong, then nothing that is built on it is going to be strong. She just had so many confusions about letters and

a lot of reversals. I just found that a lot of repetition helped with that. I also linked it to what she knew.

Angela also noted Philip's progress during tutoring. She said the highlight of her tutorial experience was seeing how much progress Philip made in such a short time. She said, "I think in terms of his pleasure reading, I helped him see new possibilities, new options. I helped him raise his level of inclusiveness of what he was willing to try." When I asked her what stood out in her memory from her tutorial experience, she said:

The quick change in his ability to read in as few sessions as we had.... Then again, I'm sure some of the improvement was just his increasing comfort level with going from reading to a total stranger to reading to a familiar tutor. Even when factoring out that element, I think there was still a surprising difference. He was not a fluent reader, who was remediated up to class level when he left, but I really thought he made a lot more than one semester's progress. One semester's progress in tutoring, though, I think would be far beyond one semester's progress in classroom teaching. I think his success probably had a lot more to do with the difference in what you can do with one child at a time than a whole classroom with abilities all over the continuum.

### *Key Ideas from the Tutorial Process*

Participants noted key ideas from the tutorial process. For instance, when I asked Elaine what she considered the most important points to remember in tutoring she said:

I think that planning...being prepared by knowing what that child is interested in and where their ability is beginning...what they are going to respond to and having back-ups if they don't respond to that...keeping it interesting with short

activities, not too long. The length of time can be long, but the activities can be switched within that period.

Near the end of a focus group discussion when Susan described the most important aspects of the tutorial process that have helped inform her classroom practice, she said, “I guess it is the combination of all those things that we’ve talked about. Everything has been useful.”

When I asked Rebekah what she would include on her list if she were creating a set of guidelines for tutoring she summarized the key components of the tutorial process. She emphasized the importance of making tutoring fun and giving students “a little bit of a different idea about reading and writing than maybe they had before.” Rebekah listed these guidelines:

Get to know your student, his or her personal interests, concerns, and ability. Let the student’s needs lead your instruction. Make activities fun and interesting.

When participants and tutees completed their tutorial sessions, a small celebration of their success was held. On the night of the party, participants met with parents to share portfolios, discuss highlights of the tutorial experience, and make recommendations for continued reading success. Participants were enthusiastic about these culminating activities and their opportunities for interaction with the tutee’s parents throughout the semester. Susan emphasized that Matt’s parents were very supportive, and Elaine described Megan’s parents as “interested parents and professionals.” When Elaine described her conference with Megan’s dad, she noted that Megan’s family might emphasize writing strategies at home “even more in the future” because of her recommendations. The next section describes the ongoing impact of the tutorial process.

## THE IMPACT OF TUTORING ON THE PROFESSIONAL LIVES OF PARTICIPANTS

This third major section of Chapter 4 will focus on the influence of the participants' teaching experience on tutoring and the impact of their tutorial experience on classroom teaching. Excerpts from interviews and focus group discussions will show how participants' teaching experience influenced their tutorial procedures. Then quotes from interviews and focus groups will demonstrate links between practices and strategies used in tutoring and teaching. Thus, descriptions of practices and strategies in this section will align with previous discussions of tutorial procedures.

### The Influence of Teaching Experience on Tutoring

The teaching experience of the participants provided a beneficial foundation for tutoring. When participants tutored students they used social constructivist procedures and strategies they found effective in classroom teaching. Participants indicated specific links between their teaching and tutoring. As Susan considered the impact of her experiences, she summarized the influence of teaching on tutoring in this way:

I think it's just a combination of everything. You just take whatever you are already doing, and you just apply it. Then as you apply it, you learn more things. I guess that is why we are never finished as a teacher. You know, we are always refining ourselves.

Participants gave many examples to show how their teaching influenced their tutoring. For instance, Mary experienced a direct connection between her teaching and tutoring since she is a Reading Recovery teacher. She enjoyed using materials she had

used in the Reading Recovery Program, and her Reading Recovery training enhanced her tutoring. In addition to her training in the Slingerland approach to reading, Angela found her experience in teaching kindergarten and first grade helpful. Angela described a specific strategy that she had used with first graders, which she modified for Philip's tutorial sessions. Angela said:

In a first grade class I had a big-screen monitor, and while students talked to me, I keyed in what they were saying. Then the whole class was seeing what a student said in print just as it has been said. That is a large group way of doing what Philip was doing at the laptop.

Angela shared another experience with her first grade class that paralleled her tutorial experience with Philip. During tutorial sessions Philip enjoyed seeing his words in print just as Angela's first graders found their own dictation to be "interesting print" material. When she shared this influential experience with first graders during a focus group Angela said:

In a classroom setting the last couple of years I taught first grade I put a tape recorder up in the room, and during free choice times the students could go back to the tape recorder and tell the tape recorder anything they wanted. I would type it out that night and have it on the wall the next day for everybody to read. Not everybody did, of course, but some did. And knowing that either the child himself or herself or another classmate had dictated made it very interesting print for them.

Elaine, Catherine, Rosalind, and Susan found that their special education background enhanced their tutoring. Elaine identified the specific strategies that she has

used for years in her special education classroom to determine the reading levels of students, and she continued these techniques in tutoring. She said, “You do have to begin below that frustration level with tutoring, or you’re not really going to make any good gains with them.”

In her classroom Elaine used the *Qualitative Reading Inventory-3 (QRI-3)* to be sure that materials for guided reading groups were on an instructional level. She indicated that this familiarity with the *QRI-3* made it easier for her to effectively use results from the diagnosis that had been compiled during the semester before she tutored Megan. She used this diagnostic information based on the *QRI-3* to be sure that reading materials were on Megan’s instructional level in Reading 539. When I asked Elaine about the importance of giving students the opportunity to work on an instructional level, she said. “I think it’s probably one of the most important things, because if it’s too easy they’re not learning anything. If it’s too difficult, they’re not learning anything. It’s really the area that they maximize their instruction.”

During an interview Elaine displayed charts of word families from her special education classroom that were constructed as tools to “maximize their instruction.” Elaine explained how her students generated ideas as they read books on their instructional level. Then they listed the word families and used letters to create charts of word families. As she explained this process, Elaine said:

Then I have a couple of word family charts. They are based on reading books at the student’s level, and if certain errors appear more often in that running record, then we’ll just develop a word family and just brainstorm as many words as we can think of. Then oftentimes we’ll add to them as they’re reading other books

later, and they're like, "Hey, this is like that word." Then we'll add that word to it." One is just strictly written on white paper, and for the other we wrote the words out. And then we actually cut the letters apart so they could practice scrambling and unscrambling the words. A group of students worked on this. Two children worked on this together. Each "en" is in red, so that is highlighted throughout their words.

Elaine said that she displays these charts of word families in her classroom, and students use them as reference tools. During tutorial sessions Elaine and Megan collaborated on the *Wishbone Book of Spelling Strategies*, which served as a similar reference tool. Elaine related this tutorial application of her classroom experience:

In our tutoring experience we did a little book that was called the *Wishbone Book of Spelling Strategies*, and she did the same thing, except instead of a chart she had a page in a book that was just designated for a certain word family. So she was able to just add onto that as we read, and she used it as spelling reference, which these are too. And she also used it for a reading reference. If she was stuck on a word, then she would say, "Well, I think this one is like that one." So she used that prior knowledge to help solve....It's a helpful tool once they know how to access it.

When I asked Elaine if she talked with students about knowledge construction and the thinking processes they used while they were reading, she said:

We do. Think-aloud is sort of a term that we use for it, and if for example they're reading and they pause for a moment, it's a question that might be given by the teacher is, "Why did you pause?" Because typically they've made a mistake, and

they realize they've made a mistake. They just don't know exactly what to do about it. So you want to get at exactly what they're thinking at that moment and then try to encourage them to ask themselves the correct questions that would help them solve that problem. So we would sort of call that, I guess, think aloud. I say, "Tell me what you're thinking." And also during read-alouds, that can be modeled by the teacher, stopping at certain points and saying, "You know, this makes me think this . . ." And just demonstrating for students the thoughts they should be having as they read also.

When I asked Elaine if there were ways that she applied think-aloud strategies with Megan in Reading 539, she said:

Yes, we did. As we were reading our books and discussing comprehension, at the end we would always do some type of comprehension activity, which was based on a skill that would be appropriate for her grade level. And that could be demonstrated as we were reading examples given and then recorded in some written way in a reading response journal, which could be reviewed over time.

When Elaine elaborated on the ways she uses think-aloud strategies in the classroom, she said, "I share with them and talk with them I guess on a peer level, and I try not to patronize but just to be authentic and real with them about reading." Elaine's desire to individualize instruction and meet the needs of students in specific ways was evident when Elaine compared her teaching experience in a regular classroom with her experience in special education. As she reflected on this experience, she said:

When I taught regular ed. I did have special education students through inclusion in my room, and it was always so frustrating not to be able to work with them on

a more individual basis. That one aspect has really been great.... The fact that I can have smaller groups, and I can choose any method I think is going to work because the traditional ones have usually failed. So you get to do a lot more fun kinds of hands-on activities. You have time for that.

When Elaine compared her teaching in a special education classroom with her tutorial experience, she said:

I feel like they were similar in a lot of ways. The tutoring experience was a lot more focused because one student compared to three or four gives you the opportunity to focus in more on that one child, so it seemed more calm and more quiet. Of course, it was longer, so the time pressure wasn't there that you feel during the day in the classroom....I liked the way it was set up a lot.

Susan said that her teaching definitely influenced her tutoring. Her background in special education and her experience as a classroom teacher in first and second grade was very helpful. She used some of the same modeling strategies to build Matt's vocabulary and comprehension skills that she used in her classroom. Susan described her procedure for modeling word analysis strategies:

A lot of times when we are reading a book, and for example, with beginning readers, they will frequently come to a word they do not know how to read. Then I will give them specific strategies of how to figure out that word...Then even though of course I know exactly what that word says, I'll say, "That word is really tricky. Can somebody help me figure out this word?"

Susan noted ways that her Four Blocks training influenced her tutoring. She mentioned games she used in both teaching and tutoring that were based on the Four

Blocks Teaching Model (Cunningham, Hall, & Sigmon, 1999). She also described writing strategies from the Four Blocks Model that she used with Matt. Susan explained:

Prior to tutoring Matt part of the Four Blocks training, one of the Four Blocks, is writing, so I guess it was kind of a reverse thing....When you see first graders grow and develop as writers, it gives you hope that anyone can grow and develop as a writer. They come from nothing, and they can produce wonderful pieces of writing by the end of the year. But of course, the key is consistency, doing it every single day. I was privileged to see the power of that consistency prior to tutoring....Incorporating writing into every lesson was really great, because I did see Matt grow as a writer. I think any time a child grows as a writer, they are going to grow as a reader as well. There is a very strong correlation there.

When Susan reflected on what she learned from the tutorial process with Matt, she said:

I think I felt like a partner with Matt, just continuing to search for what was going to teach him. Whether it was materials, a new idea, a new approach, a new graphic organizer, writing his book, or a pen pal letter, it was a discovery process for me as well as for him.

### The Influence of Tutorial Experience on Teaching

As I talked with participants, many of them indicated a direct correspondence and a reciprocal relationship between their tutoring and teaching. The strategies described in this section align with previous sections describing tutorial strategies to show the ways

the participants applied strategies from tutoring in their classrooms. When I asked Elaine to describe the relationship between tutoring and her classroom teaching, she said:

I think that I was doing the same types of things in both. They did affect each other because there were some techniques I used before that were effective that I used in tutoring that worked and some things I learned from tutoring, like the interest-base, that I would take back to school and use with some students that I hadn't been able to really be more effective with. And I think that helped, so they were similar. Just the fact that it's one student allowed me to focus in more and be much more effective in a shorter period of time, because it was one-on-one rather than having an entire group and having your attention spread between those kids.

The participants were trained to tutor using research-based interactive strategies in Reading 539, and they continued to use these strategies in their teaching. They wove these strategies into their practice as they continued to gain experience and received further training that aligned with their training in the university reading practicum.

Rebekah was a pre-service teacher during Reading 539, and she found ways to apply tutorial strategies in teaching, with modifications for the classroom environment. She described the way her tutorial experience caused her to appreciate the moments when she could individualize instruction in the classroom. When she described the ways her tutoring influenced her teaching, she said:

I think the tutoring process is very powerful. You just have that opportunity to really focus in on a particular student's needs. And specifically with Reading 539, I had not been in the classroom yet. I came straight from college to work on my Master's Degree, so my experience had been in a student-teaching type of

situation, which was with the whole class. I also had some other whole-class-type field experiences. Tutoring was a very different way of looking at teaching for me, and it helped me to kind of appreciate the times that you *do* have even within a classroom of students that you can pull a student aside and really focus on their needs even in a classroom full of students. In tutoring class learning that process helped me to kind of focus in on that quickly.

### *Benefits of Assessment*

Participants noted that the diagnostic reports compiled in the previous semester were helpful for lesson planning. When Rebekah described the benefits of a diagnostic report of reading progress, she said, “It really helped to see where Amanda was and to be able to use that to get her where I wanted her to go” She continued to reap the benefits of the diagnostic process in her classroom teaching, and she described the benefits of similar assessment in her classroom:

As a teacher, too, in my classroom, I can see a big difference if you have a way of really pinpointing a general area that that child fits into. To pinpoint where they are when you get them is so important to be able to take them forward. Then you don’t waste any time at the front end kind of trying this and that. You really know where to start and take them as far as they can go.

### *Benefits of the Framework for Lesson Planning*

Participants described benefits they derived as they transferred their training and applied strategies they used for tutorial lesson plans to the classroom setting. During a focus group Angela summarized the central focus of the lesson planning in Reading 539.

She emphasized the importance of concentrating on students' interests in tutoring and in the classroom context. Angela described the essence of individualized instruction:

We need to find out who each student is as a person, as well as a reader. It is important to match them with things that they enjoy and can grow through.

That's true of both the tutorial process and classroom.

When Elaine described specific ways she applied lesson plans from tutoring to the classroom setting, she said:

I use some of the strategies and some of the actual lessons I taught. For example, one was a prediction flow chart. I thought that was really creative, and I have done that with kids, implementing that. I have realized the importance of interest and paying attention when they do say those little things that it might be an insight into an interest or non-interest in the activities that we are doing and just being more aware of that.

Susan described the benefits she derived from the framework for lesson planning from Reading 539. When she described ways that she had applied her training from Reading 539 to strengthen the comprehension skills of her students, she said:

I have been able to transfer some of the specific comprehension skills that I worked on with Matt to whole group instruction times. I specifically remember certain lessons that I used with Matt that I have transferred to whole group instruction. I have strengthened the comprehension area in my own classroom as a result of the tutorial process.

### *Benefits of Reflective Notes*

Participants emphasized the value of reflective notes in teaching and tutoring.

Catherine said, “I think it’s important to reflect, and I do every day at the end of the day.”

Mary uses ongoing reflection throughout the day as a Reading Recovery teacher just as

she used reflective notes during the tutorial process. Rebekah described ways that

reflective notes during tutoring enhanced the quality of her instruction.

Reflective notes were a great thing in the tutorial process. As a teacher, I just don’t think you can be a good teacher without being reflective. There’s never a perfect lesson, there is never a perfect day, and there’s never a perfect tutoring session. And the only way you are going to improve, and the only way you are going to move your students further along is to be reflective. I just don’t think you can do without it. They just go hand in hand. Being reflective lets you zero in on the things that went really well, so that you can build on those. It helps you pinpoint those things that didn’t go so well, so that you can improve on those.

Some participants still take reflective notes for their classroom teaching, and others indicated that they wanted to make reflective notes more of a priority in their teaching. Susan gave specific reasons why she would like to make reflective notes more of a priority in her teaching.

I do find that through writing new revelations come up. And I feel like I am missing out on some of that, because I’m not very purposefully sitting down at the computer and just typing out my thoughts. And I really need to do that. I need to make a New Year’s resolution, and even if it is just for ten minutes at the end of the day, I need to write a summary of the day. Maybe if something particularly

interesting or fun happened, “What sparked that wonderful moment of learning?”

If there was a moment of frustration for a lot of students, “What I could do to help improve that in the future?” I do find that my teaching has changed dramatically since I first began seven years ago. It has just been a gradual process, but I think more would even take place if I did purposely put it on paper. You are inspiring me, and that’s good.

When Rebekah considered her experience with reflective notes in Reading 539, she said, “Definitely reflective notes in the tutorial class really helped me. I think that was what helped me see how beneficial that could be for individual students.” During our focus group Rebekah agreed with Susan on the importance of reflective notes, and she agreed that it was hard to find time to write reflective notes in the reality of day-to-day teaching. She said that she was a “reflective thinker,” and she described the notes that she takes in relation to her guided reading groups in her classroom. When she reflected on her classroom experiences, she said:

I would have to agree with Susan. I think in the day-to-day reality of what it means to be a teacher in a public school it is just terribly hard to sit down and write down your thoughts.... The closest I come really to getting anything on paper would probably be in my guided reading groups. I have a notebook for each group, and I’ll have my introduction to my lesson written out as far as what I think is going to happen. Then I always try to take notes and kind of sum up at the end of that how the group did, but it’s nothing like an essay by any means. It’s more like, you know, “Did a great job, worked on word skills with this strategy, or something quick and simple.” But I agree that if I could take that time at the

end of the day, a lot more could come from my whole teaching if I could just discipline myself to do that.

When I asked Rebekah if the notes she kept on guided reading groups were beneficial, she responded:

Oh, yeah! The way my groups are so flexible anyway... we just move around so much. And without those reflective notes and my running records that I keep on the kids, I think I would hold kids back or push them forward too fast, one or the other. That just helps me really pinpoint exactly where their needs are and what level they need to be reading in, and it helps me place them where they can work best. It just really helps me to make sure I have those kids placed where they need to be.

Elaine said that during Reading 539 she realized how powerful the reflective process was, and she said it also influenced her teaching. When Elaine described the influence of the reflective process she said:

I thought they were very important, and that is something that affected my teaching also. I didn't realize how powerful that was. When I actually sat down and really went through it in a prescribed way of looking at what I had done, did it work, what could I use next time in a very specific way....I mean, I know we as teachers always do that....But when I really slowed down and made it a process, it became more powerful. I liked the reflection part.

Elaine took reflective notes during parent conferences for her special education students at the end of the year, and she plans to gear her instruction to specific interests of students in the fall. She said:

At the end of school I did make a notebook with my students, and during those end of school meetings for special ed. I took that notebook and made notes based on what parents said and what we talked about. I asked specifically about what they would be doing over the summer, and I made notes so that when we start in the fall, I am going to try to have their materials based on what they had planned on doing for the summer just to keep that kind of running notebook going of their interests so that I can use that in planning too. That was definitely from that class—directly.

During our second interview, Elaine said, “I have taken time to do a more specific lesson plan, so that each day I do reflect.” She described the benefits that she derived from reflecting briefly on her lesson plans when she shared:

But I just take an extra moment to think about what would make this exciting for that student, and I think that that really works. If there is a specific child that I know is needing a lot of attention at the moment, I usually jot some notes on the bottom of my lesson plan page just to keep a record of it. Also with their running records, I just jot down little notes like, “This word family is what I’m gonna to work on next week.” I really don’t think there would be time to do that for all the students I work with every day, but on a modified basis I do jot down little notes.

When we discussed the value of reflective notes during a focus group, Angela summarized the overall value of the reflective process when she said:

I think that our work with the students we’ve tutored has probably made us all more sensitive to the child who’s out of step with the curriculum, to the child who gets left behind in the weekly lesson plans. I think to that extent it helps us to be a

little better at shaping our plans to meet the needs of all of our students and then going in the direction they lead us with the school's learning objectives in mind, of course, but trying to get there by their paths.

### *High-Interest Books and Materials*

Participants emphasized the importance of providing enjoyable reading materials and giving students choices. Many participants enjoyed using the "My Bag" strategy to reveal the interests of students and tailor instruction to fit those interests. Susan used the "My Bag" strategy, which is described in Chapter 3, with Matt, and she used it in her classroom each year after her tutorial experience. During our focus group she shared:

In our tutoring class we learned about the "My Bag." From teaching I had inherited a "Me Bag" from another teacher, and I used this with Matt. We just used it to introduce ourselves to each other and to spark interest. We used it to learn more about one another so I could find books that would particularly be of interest to him.

It is important to specifically get to know the child. The "My Bag" really was a wonderful way to kick that off. I do that at the beginning of the school year with my own students just to be able to pinpoint some of their interests.

I use it every year, and I have an English letter and a Spanish letter, because I have several minority students. I have Hispanics in my class who do not speak English. It just clues the parents into what is going on, and I think they are excited that the teacher and the students are interested in getting to know their child even if their child doesn't know English. I use it faithfully every year. It is very powerful.

During our focus group Rebekah said that she also enjoyed using the “My Bag” activity during tutoring and in her classroom. She brought a letter to our focus group that she had used to explain the “My Bag” activity to her class. Both Susan and Rebekah said they have used the “My Bag” activity in their classrooms each year since their tutorial experience. Rebekah described the benefits of the “My Bag” activity in tutoring and in classroom teaching:

I also used the “My Bag” activity as a way to get to know each other and to kind of tap into Amanda’s interests. I also brought a letter....I did not know about the “My Bag” until my experience in a reading class here, so I took that straight into my first year of teaching when I had fifth graders. And I brought a letter that explained to my students at the beginning of the year that I was very excited about the year, and in order to have a great start that I wanted everyone to participate in something called the “My Bag.” It outlined the steps and talked about how it would be scheduled. It was a great experience because not only in the tutoring, but also in my classroom as well, it really helped me to zero in on some interests which for those harder to teach kids that really draw them out. If it is something they struggle with, if you can get that interest level then you’ve gone half the way just sparking half their interest.

Rebekah said that she used the “My Bag” strategy in her classroom each year, and she described the major benefit of this strategy:

I have found it to be very useful. You just find out a lot of information about the students that you may find out eventually, but it just really gives it to you right at the beginning when it is so important. I really think it’s a powerful tool.

Catherine and other participants also expressed enthusiasm for the “My Bag” activity. Both Catherine and Susan brought letters to our focus group that they had used to explain the “My Bag” activity to their students. They have continued to make this activity an annual event to focus on the interests of their students and to spark their students’ social interaction in the classroom.

The “My Bag” was a catalyst to help tutors in Reading 539 provide high interest, appropriate books for their students. Participants indicated that they continued to provide a variety of books and to give students opportunities to choose books in their classrooms. Susan described the importance of giving students a choice of reading material and focusing on their interests.

I think it goes back to sparking their interest. If they can pick up a book simply because it is of interest to them, even if it is a little difficult for them, they are going to be motivated to read. I’d say that interest sparks the motivation, which sparks them to just keep reading. If you can get them to read, the more they read, the better they will read. So that’s a simple chain.

These ideas were reinforced when Susan tutored Matt, and she discussed the ways she applies these ideas in her own classroom. When Susan talked about the benefits of giving students control over the reading process, she said, “I would say the biggest thing is they sense enjoyment. When they are in control, they can enjoy that book.” Susan enthusiastically described those special moments in her classroom when her students were “captivated” by books.

I feel very strongly that students need to have that choice, and in my own classroom they have book tubs that rotate every week. And within the book tubs

are magazines, chapter books, picture books, just a huge variety of books. They get to read out of those book tubs every day, and it is amazing just to look up and see that everyone is captivated by a book. I think a lot of it is because I didn't hand them a book and say, "Here, read this." They had the liberty to choose so they were able to empower themselves to pick something they wanted. So they could read and enjoy it.

When Elaine described the importance of choice and ownership in the reading process, she said, "Well, that would be what would drive their independent time and their practice that's going to make them become better readers and life-long readers if they are choosing to do that on their own."

During our focus group Rebekah emphasized the ways that readers experience success and feel confident when they choose their own reading materials. She gives students in her classroom opportunities to choose books in browsing boxes, just as she gave Amanda opportunities to choose reading materials she enjoyed during tutorial sessions. She related the importance of choice to her own reading experiences and her experiences in her classroom.

I definitely think that choice is very important. In just thinking about my own personal interests, I love to read, and I get to choose what I read. That makes such a benefit. If somebody threw a mechanical guide to computers in front of me and I had to read it, I would suffer through it. But choice just makes such an impact, and I think with children that's just naturally what is going to follow through with them as well. If it is something that sparks their interest, even those struggling readers are going to be more excited and more motivated.

I have a student right now in my classroom who struggles tremendously with reading. And yet, we have browsing boxes, and each student has a browsing box of books that he or she, you know, is capable of having success with. And this student amazes me every day. He will sit there, and he is just thrilled. He is sitting there with his favorite book. He has one particular book that is his favorite, but when he is reading that, it is just amazing to see his little face. Because he struggles so much, and I think having that choice makes all the difference for him and others as well.

During our focus group Catherine emphasized the importance of finding books that students really want to read. She realized the importance of finding books that students enjoy during the diagnosis and practicum classes, and she helps students to find books that they will enjoy reading in her classroom. Catherine said:

Something we learned in Reading 539 and all of Dr. Brozo's classes was that if the literature is not something that the student wants to read, then it's not going to matter. Nothing's going to matter. And my classroom now, I still try to keep that in mind....And I'll search high and low to find something they're interested in.

During our focus group Rebekah indicated that the tutorial experience helped her see the importance of finding the right books and materials for the right students. Her satisfaction in seeing the way that right match of materials and interests inspired Amanda has encouraged her to dig deeper to find that right match to inspire struggling readers in her classes. She had access to a wide variety of books, such as Wright Group books with accessible vocabulary, in the library of the Reading Center, but the challenge was to find the kind of book that "would hold her interest but not insult her maturity." Even when

resources are plentiful, it can be a challenge to find appropriate books for students.

Rebekah reflected on the impact of her tutorial experience with Amanda on her classroom teaching:

I think for me the most important thing that I have learned or carried over in my own thinking is being very flexible and creative with materials. When I reflect over the overall tutorial experience, finding appropriate materials and activities seemed to be the biggest struggle. I think that was very helpful. ...It is something I think about each year as I try to find things that will help my students.

During our focus group Rebekah stated that even though it may be challenging to find the right book among many good books, it is very satisfying and worth the effort to find a book that really matches a student's interests and needs. Rebekah related a specific instance in which she found just the right set of books in her school's guided reading library, which is leveled A through Z, for a group of boys in her class. She related the enthusiasm of these students and the impact of the right materials on their performance.

I had one little group that was all boys, and they were all cub scouts. I had this little book in the guided reading collection that was called *Pack 109*, and it was about a group of little squirrels that were like cub scouts. That was on their level. They just loved it. It was just wonderful, and we could do a lot of neat comprehension work with that because it had their interest from the get go. There was no question about that. It just makes such a difference, and you see it in their reaction and the way they put forth more effort. They read with so much more expression, and they think so much more about what is going on.

Participants considered finding readable and enjoyable materials a priority for their teaching, just as it was a priority in their tutoring. They realized the immense value of a good book. During a focus group Angela said, “That bank of good literature is important, just knowing what’s there and thinking, ‘Oh, they’ve gotta have this and gotta have that.’ Having good food to bring them as readers is essential.” When Catherine emphasized the importance of high-interest reading material, she mentioned that she found high-interest, low-readability nonfiction books in her school library that appeal to older students. Catherine vividly described her students’ enthusiasm for books in a *Nascar Driver* series when she said:

We have all kinds of lower level books that are nonfiction and that students, even older students, would find interesting. I know one in particular, that some of my kids love is the *Nascar Driver* series. It has several different drivers, and it’s written on maybe a 1.5 grade level. But they’re just fascinated with it. If they’re able to decode the word *Chevrolet* and the driver’s name, they can read the book fairly easily, so that’s one way I’ve approached it.

Elaine found that she could increase students’ engagement in the learning process by listening carefully to their conversations and showing that she cared by sharing books with students that coordinated with their interests. As she reflected on her experiences, she said:

I just pay attention to what they’re saying to me, the things they’re telling me, because that can lead to new books. I find that very powerful too when I’ll bring a book in and say, “You know, I heard you talking about this, and I just thought this would be perfect for you.” And they’re just really amazed that someone cares

even that much. I think just paying attention and listening to what they're telling you is important too.

*Essential Strategies for Engagement in Learning*

Motivating contexts that promote engagement in learning have been described and extensively researched (Turner, 1995; Turner & Paris, 1995; Guthrie & Wigfield, 2000). According to Wilhelm (1997), an engaged reader is “an active meaning maker, one who connects personally to what is read, who spends pleasurable and stirring time with stories” (p. 15). Angela mentioned rewarding times when Philip was deeply engaged in the learning process. She said, “There were a couple of times when he really didn't want to leave when the session was over, because he was feeling good about where he was and what he was doing.” Angela indicated that tutoring presents the opportunity to engender total student engagement while on the “best day” with the “best lesson” for a whole class 80 percent engagement is the most that can be expected. When I asked her to describe those total engagement days in tutoring, she said:

It didn't mean he wouldn't make any mistakes. It didn't mean he wouldn't flounder. I just meant he kept going. He kept growing. Actually, Philip would just get carried away with what he was reading and forget the process altogether, so that was beautiful. That was just fun. Actually, some of those times, he was reading over his head with decoding. He would be making some mistakes as he went along, but nothing that made him lose meaning. Those definitely felt like 100% days. He couldn't have even done that in class. He couldn't have stood up and read in front of his peers. Even in an ability-grouped setting, I don't think he could have done that, but I think at the rate he was going he could have soon. That

was just the huge advantage of the tutorial situation.

Susan uses strategies that helped Matt develop ownership of the reading process in her classroom. Since Matt needed some coaching to take ownership of the reading process, Susan discussed specific objectives and made the purpose for tutoring clear to Matt. She described other strategies she used with Matt in addition to tool belt of reading strategies to make the reading process more “tangible” for him. Susan explained the procedure she used with Matt.

I used a dry erase board and marker a lot, and I would give him the ownership of using that. So he might write down a prediction, and you know, then he would check whether it was correct or not correct. We did specific things with the dry erase board that I think helped to keep him focused. We had certain questions that we would go through, and he would write down the questions and answers with each story. So I know that helped him.

During our focus group Susan compared this experience with Matt to the procedures she typically uses in the classroom. When she described the two experiences, Susan said:

We do all the things I mentioned. I don’t particularly give the students the dry erase board like I did with Matt. He had a hard time focusing, so it was partly to help him stay focused. But it was also to help him remember what the different strategies were that we were using. I do all the pre-reading, during reading, and after reading activities with my own students that I did with Matt. With activating prior knowledge, I draw a circle and put what the story is at the top. Then I talk

with the students and let them provide the information about what they already know. We use them a lot.

When she described the strategies she considers most essential in teaching and tutoring, Susan said:

I spend a lot of time with the small, guided reading groups. I make sure writing is a part of the day. I give them that opportunity to self-select their own books. I'd say those are the key components right there. Reading is so complex. I don't think you can ever say, "Okay, this is the formula, and it is going to work for every child."

Of course, focusing on comprehension is important. That is what reading is all about. If they don't have the skills to be able to read the page, of course, that is not of interest. It all builds together, and it is very intricate. It takes a lot of time and focus and energy. The students are so eager to learn, which is so exciting. If we can teach them while they are young and while they are eager, it is such a blessing, because they can take it from there if we can give them that foundation.

Rebekah compared effective strategies in the classroom context with strategies she used to help Amanda develop expertise and ownership of the reading process.

Rebekah explained:

As a teacher in a classroom I try to teach specific strategies to my students that will help them to be successful readers, and I try to weave that through several different literacy activities. We'll do a lot of shared reading with big books and charts where I will model what a good reader does, and we'll talk about specific strategies of making a word look right and sound right. I ask them, "Does

it make sense?" I give them that language so they will know it when they come to guided reading lessons.... They know that language, and they know what I mean when I tell them, "Get your mouth ready for a word." I may also say, "Make sure your eyes are tracking all the way through." Just a lot of specific language I think is really important for beginning readers. To help with word solving, I do a lot with magnetic letters where we make and break words. Then we put them back in the story and read them in the story.

With Amanda, she was not a beginning reader, and our focus was much more on comprehension rather than word solving, although, since she was a struggling reader, we did, of course, do some word solving as well, just not to the extent that I would with a beginning reader. With comprehension we would do a lot of pre-reading strategies to activate her prior knowledge, and we made charts and predictions to try and connect it with things she knew about, making connections to other books. Then we would stop, and I would try to model things. We would be reading together, and I would say, "That makes me wonder how that character was feeling right now." Then maybe we would talk about it.

I think a lot of students don't realize that they are supposed to be thinking about what they read. It is so important for them to understand that they have to think about what is going on in the story and try to identify with the characters to really understand it. So I use a lot of modeling. Then I scaffold and just hand it over to them. I think modeling is definitely necessary, absolutely essential.

When I asked Rebekah if there were certain ways she could tell if her modeling was successful, she responded:

Yeah. It is so funny to watch my students at school. They are just like little sponges, and they just soak it up. It is so interesting when you are kind of observing from the background, but they don't realize it, and they start doing those things that you've taught them... I hear somebody go, "Now wait. You've got to get your mouth ready for that word. You know, they are using my language, so if they are using it, then I know they understand it. That's when I know, "Okay, they've got it under their belt. They are ready to go with that." That would be the ultimate when I see students do that. With struggling readers that is a slow, slow process, but even with them, if I have them pulled over in a little group, you can see them do certain things. You see them trying those strategies without my asking them. With those readers, the best thing I can hope for is for them to try everything they know to try without stopping and saying, "I don't know this word." I don't want to hold their hands through it. I want them to be successful independently. I definitely see results.

Rebekah uses many strategies in her classroom that she used in tutoring. She said, "We use a KWL, we use Venn diagrams for things, we do word charts, a lot of the same kinds of strategies I think that I used with her." ... "Graphic organizers are wonderful. I think they need to visualize and understand where we are going with something. It was really useful to learn and use the things in tutoring and be able to apply them in a whole group situation as well."

Rebekah described ways she used strategies such as language-experience stories in her tutoring with Amanda, private tutoring, and in her classroom. This strategy helped students take ownership of their learning as they began to see themselves as "authors."

Rebekah said, “Some of the strategies I was already familiar with. I think probably language-experience stories where the child would dictate and I would write a story was a new concept for me, and I think that’s effective especially.” Hargis (1999) described the benefits of the language experience approach, and Rebekah related ways she applied this strategy in her first grade classroom to motivate young writers during a writer’s workshop.

We have writer’s workshop, and for a lot of the students, especially in first grade, had never done that before, and they didn’t really understand. They said, “What do you mean write my thoughts down?” So that was real powerful for them. I asked them to tell me the story. Then I’d write it, and we would read it together. Then I said, “These are your words. These were your thoughts, and this is what they look like on paper.” You could just see that they were thinking, “Oh wow, those are my words!” They just really started seeing themselves as authors that way. I think that’s a real powerful way to motivate writers.... So it built a lot of confidence, because they could read it since it was their own words.

Angela used language experience stories when she was tutoring Philip, and she uses them with her kindergarten students each week. These dictation activities provide Angela with a “valuable source of readable material,” and her students act out their stories in the classroom. Angela related her experiences:

One thing I did in the tutorial situation, and I use a variation on that in my kindergarten classroom, is to use dictation a lot. The student that I worked with in [Reading] 539 had almost as much of a struggle with handwriting as he did with reading. So I’d let him dictate like a summary of something I’d read to him, he

would dictate a summary to me. I'd type it up for him and he would read it back. It was his own language, so the predictability factor went way up. With my kindergarteners we do story dictation. I can only get around to it with each child once a week, but each child tells me a story and I write it in a notebook. Then we act it out once a week. By the end of the year the kindergarteners are able to read quite a bit of what I've written in my very best manuscript, which is still a challenge. They can read quite a bit of it because it is their own language. They remember having said it that way, and they can predict what it's going to say next. They recognize enough of the words to read that way, so that's valuable. It does take time, and it is something you could do so much more in a tutorial setting than classroom setting. But it's a valuable source of readable material.

Participants were enthusiastic about the benefits of pen pal letters. For instance, Elaine found that pen pal letters were an authentic and enjoyable method to help Megan improve her writing skills, and she continued to use social activities like pen pal letters with her students in her classroom.

Susan said that she liked the way the pen pal strategy was used consistently in Reading 539, and she plans to expand her literacy centers to provide more opportunities for writing pen pal letters. Susan explained:

I liked how the pen pal strategy was used consistently during the tutoring process. I think that was an important part of the framework. I have not used it consistently within my own classroom. But just the other week students would pick a stick, and it had the name of another student on it in the class. And their job was to write a letter to their friend, and they just thoroughly enjoyed that. It was a lot of

fun for them, and several of them asked, “Can we do this again?” So I hope to incorporate that kind of writing within the classroom, but I do not do it regularly. They do not each have a pen pal, but we do writing daily. After Christmas I am hoping to expand my literacy centers more. And I hope one of them will be more like a pen pal writing center where they will have a chance to write their pen pal and put it in their friend’s mailbox and that sort of thing to promote their writing. They are motivated to write to their friends.

Rebekah indicated that she wanted to establish pen pal relationships among her students, and she was enthused when Susan gave her an idea to make that strategy more feasible in her classroom. Rebekah shared:

It’s something that I want to do. I would like to pursue a pen pal relationship maybe with another school in the same grade level. It’s something I’ve been thinking about. I have a friend who is in another school in the same grade level. And I was considering seeing if that would be a possibility, but I hadn’t really thought... It would be just so simple for me to have pen pals in the classroom. That would be very doable, so that’s something that I would like to try myself. Cause you’re right. They love to write letters to their friends. In our writing center they like to make little cards for family members and things like that, so that is something that would be very doable, immediately. So yeah, I’ll try that.

Catherine and Rosalind emphasized the games they used in tutoring. Rosalind did activities with words using a fishing pole. She said, “He [Tyler] would fish for the words he would spell....He’s a hands-on child, so he needs to get involved in hands on.”

Catherine described games and strategies from her experience in Reading 539 that she

uses in her classroom. She initially used games and activities to meet Cassie's needs, and she discussed specific ways she implemented games and activities to increase enthusiasm for learning in her classroom.

Cassie had trouble decoding any words. She had trouble decoding large words. We went through how to break a compound word down and identify the two separate words. We played all kinds of games like we would take ten single words, and she had to combine as many as she could to make compound words. The students in my classroom really love that game. I feel like it really extends their learning, because if they come up with a compound word they have to prove to me that it is a word by looking in the dictionary or glossary. Sometimes the words they come up with are not words. They just really want them to be. That is one I used most recently. We did that last week.

I have used similar things like a lot of games and activities just to make it more enjoyable. We played a memory-type game with vocabulary words and their definitions. I have a magnetic white board in my room, and I make big 5"x7" cards with their vocabulary words. They have to come and flip two over to see if they make a pair. Then they have to remember where they were to end up making a pair in the end. They seem to really enjoy a lot of game-type-activities.

### *Empathy and Individualized Instruction*

Participants emphasized the ways the tutorial program gave them more empathy in their teaching. For example, Mary said, "It made me have a lot more empathy and to see that the time is now if we are going to help these kids." That reinforced the work she was doing as a Reading Recovery teacher with struggling readers who were younger than

Cindy. Her work with Cindy gave her renewed inspiration for helping her students in Reading Recovery by providing needed scaffolding so they could become successful, independent readers.

When Elaine described the impact of her tutorial experience on her teaching she said, “It has made me look at interest as not just social, but it has helped me to see the academic value of getting to know students and using that tap into their interests and motivation for learning.” Elaine described how powerful individualization of instruction can be, and she described ways her tutorial experience influenced her daily instruction. Elaine reflected on the influence of tutoring as she said:

I definitely think it is easier to work with one child, so in tutoring it is easier to practice and hone those skills, making it an individual experience and really focusing on that one child. It is not so easy to do that in a regular classroom, but just little thoughts or memories of how that was in tutoring were encouraging this year in working in the regular school. I would think, “I really need to be sure to take a minute to be sure that this is right.” Because I realized that it was so powerful, so it does help.

During focus groups participants told about teachers who influenced their lives in positive ways. For example, Susan values individualized instruction because she reaped the benefits of individualized instruction that was provided by a caring teacher. Susan decided to teach after she assisted teachers “who inspired her” in first and second grade classrooms when she was in high school. Susan shared:

I volunteered in a second grade classroom and a first grade classroom as well. I just really had a wonderful experience there. I saw how meaningful teaching is

and how it really does change lives. I had some neat teachers to work with who were inspirational, so I would say that is probably where my first desire to teach came in.

During those high school years Susan was most influenced by an English teacher who took the time to schedule tutorial sessions with students after school to help them fine-tune their writing. Thus, while she was assisting others, a teacher who had a major impact on her life mentored her. Susan reflected:

My high school English teacher was very good as far as tutoring myself as a student. I was really amazed at her dedication....And I specifically remember that she would schedule writing conferences with us after school....I really feel like she helped me grow a lot as a writer.

Many examples in the research literature demonstrate the value of mentoring programs that support students (Restine, 1993; Roberts, 2002; Nordfjord, 2003). Rebekah also said that a teacher who took the time to individualize instruction and spend time with students after school had a major impact on her life. Rebekah said, “I can see what an impact it made on me, and I hope I can do the same for students.”

### *Benefits with Various Tutorial Opportunities*

Participants have found opportunities to apply their tutorial training in school tutorial programs and tutorial opportunities in other settings. For instance, Catherine applies specific strategies from Reading 539 when she tutors fourth-grade students before school as part of an extended contract program. During our focus group Catherine described her feelings at the beginning of Reading 539 and the insights she gleaned from

the reading practicum. She found practical applications for these insights in her classroom and in her school's tutorial program. Catherine explained:

I felt a lot of pressure coming into the tutorial situation because I thought, "What if I don't ... what if the child makes no progress at all? Then it's all on me. It's not like she has anybody else to blame. It's all my fault." I also found that anytime you spend one-on-one time, even if you are armed with a small amount of knowledge, you can make a big difference in the child's life. I think a lot of the tutorial strategies and activities that we were presented with before our children came in for tutoring those weeks beforehand were some of the best ideas. They are things that had never occurred to me. You would think going through school and then teaching for a couple of years before that, that some of them I would have at least thought of, but I hadn't. I used a lot of those activities, and they were a lot of fun. They were easy and easy for the students to learn from, and I use some of those activities now. I do tutoring at the school where I worked. It's not one-on-one, but it's an extended contract program. I work with about five students, and I just love it. It's so nice. It's almost like being in the resource setting but without all the paperwork. So I feel like I learned a lot from the class.

Catherine indicated that her experience in Reading 539 gave her a deeper understanding of the essence of the tutorial process, which informs her tutoring at school. During a focus group she said:

I think before I had the tutorial class, I always thought of tutoring as helping a student with their homework. I'd done that. A few parents had hired me actually, and I did it for pay after school when I first started teaching. That's basically what

I did was help kids with their homework, but it's so much more than that. Now that I'm on extended contract for tutoring, we've been told that it's much more than helping kids with their homework, because if they could do their homework, they would have it done. They need something different, something deeper, to actually be successful, and so I think that having the tutorial class opened my eyes to that a lot.

Rebekah also tutors students in her classroom as part of a new program in her school system. She described the ways her tutorial experience in Reading 539 helped her implement that program more easily:

This year particularly I have had the opportunity to really use the things I learned in the tutoring sessions, because my school has implemented a new program in which we have a thirty-minute time during the day that we can use for tutoring. It targets specific students that we see struggling in various areas, and I pull those aside. Of course, with a whole group we rarely have the luxury of actually tutoring one-on-one. It's more of maybe two or three students, but that still lets me narrow it down so, you know, I have two or three students that need extra help in reading or writing or math. I can really draw them in, and they don't get lost in the crowd and lose interest.

That has been a big help, because I really feel like if I had not had the experience here with the tutoring sessions, a lot of that beginning time in my classroom of setting up tutoring sessions would have been getting the feel for whole-group versus small group tutoring or one-on-one. Because it's such a huge difference. You have to really change the way you are kind of presenting things

from whole group to just a small group, and especially just one-on-one. So I really feel like just the whole experience of figuring out the differences between tutoring and teaching the whole group helped me tremendously this year even more than the last couple of years.

Angela found an opportunity to tutor students in her classroom while her student teacher was soloing. She described the ways that opportunity helped her become better acquainted with her students as individuals.

I have a student teacher in my kindergarten class now. She is soloing this week, which means I'm not supposed to be helping to teach the class. I've been pulling one child at a time to work with, partly for extra help for them and to give me a much better idea of where they are. Then I can get better acquainted with them as a learner one-on-one than I can in a whole class situation. Whenever that opportunity presents itself, which unfortunately in the public schools too often is only in circumstances when you have a student teacher, just pulling one of my own class members is very helpful.

When I asked Angela about the results of this one-on-one instruction, she indicated that it makes it easier for her to meet the needs of her students. The feedback she receives through individualized instruction helps to guide her whole class instruction. She summarized the results when she said, "Seeing the child one on one gives me a much better idea of where to go from here."

Angela found other ways to extend opportunities for individualized instruction. When Angela saw how much could be accomplished through that one-on-one time with Philip, she made it more of a priority for her teaching. She indicated that she has made

her more adept at structuring tutorial opportunities for the Title I teacher in her school and her educational assistant. She said, “For example, I send a much smaller group of students to the Title I reading pull out.” When she reflected on the benefits her students have received from those additional tutorial opportunities provided by her educational assistant and Title I teacher, she said, “You just know how much more potential their lives have for being comfortable.”

Susan compared her previous tutorial experiences with her experience in Reading 539 by identifying the insights the class provided for her teaching and tutoring. Susan related her experiences:

I had tutored some students prior to tutoring Matt in Reading 539, and I feel like overall the class gave me a better framework of how to meet his specific needs. Before I guess I was just guessing and not really sure of what I was supposed to be tutoring them in. It just really showed me that I can pinpoint certain areas of need and specific concerns and then teach specifically to those areas, using certain strategies for comprehension. Whereas, before I don’t think I was as specific, and therefore, I couldn’t be as explicit with my instruction. I think the more explicit you can be, the better they are going to gain what they need to gain to overcome those areas of struggle. I’d say that the class overall has helped me to become a better teacher in my classroom with lots of students but also in one-on-one settings too.

Rebekah also tutored students privately after her experience in Reading 539. She talked about ways that she was able to apply the strategies and ideas she used in the class to the tutorial experience. She said:

I think overall that Reading 539 helped me to appreciate the importance of tutoring.... I don't know that I had given a whole lot of thought to how powerful that can be. I really didn't have a lot of prior experience with tutoring before that as far as one-on-one and definitely not in reading. The experiences that I had were different, and I would definitely agree with Susan that the framework that we had to work with made it make more sense. Because I think you would be doing a lot of guesswork. If you are tutoring somebody in math or something like that, it's pretty straightforward. You kind of know exactly what you have to do, but with reading you have to give a little more thought to exactly what is going on and kind of weave around to find those areas of need.

Since then I have tutored other students in reading, and I feel like it really prepared me to do that. And I felt more successful than I would have without the class experience, because I was able to really think about what I needed to do and why I needed to do it and not just go stabbing in the dark....I tutored one student that I actually happen to have in class this year when he was between kindergarten and first grade during the summer. I feel like I was able to take what I learned here and apply it to him. I had strategies and ideas to use and places to go with it....We did a lot of language-experience stories because he was just a beginning reader and writer. And that was something I had learned about in Reading 539, so that was very effective with him.

Angela described the way her tutee in the Reading Center recently enjoyed playing the role of the teacher in a tutorial session. Angela indicated that her tutee was

intrigued with the role of teacher, just as students in the classroom enjoyed pretending to be the teacher in classroom peer tutorial programs.

The whole playing teacher thing is working well with a student I'm currently tutoring in the Reading Center. She's a seventh grade student. She found some phonics games I was going to use with one of my younger students and wanted to do those. I thought it would be a waste of her time, so I wouldn't have encouraged her. But she really wanted to, so we started. She needed a little work on endings and a few tweakings on decoding skills. She started doing that, but she didn't want to be a student. She wanted to be the teacher, so she'd use the little flashcard things with me. We just kind of together devised an activity where I read them, but occasionally I made a mistake. And she had to catch me. She loved doing that, so I think now she's going to have to teach part of each of each tutoring session.

### *Peer Tutoring and Cross-Age Tutoring*

Participants have noticed how much their students enjoy the role of a teacher, and they have found their own tutorial training beneficial as they train their students for peer tutoring. This provides a modified form of one-on-one instruction. Research has shown the value of peer tutoring and cross-age tutoring (Ferrara, 1996; Topping, 2001).

Participants in this study fostered activities involving peer interaction during the tutorial process, and they have found similar activities helpful in the classroom. For instance, Mary said that she had used peer tutoring before her tutorial experience in Reading 539, but her tutorial training helped her to do it more effectively. During our focus group Mary explained the impact of her tutorial training on peer tutoring activities with students:

I've done it all along, but like Catherine said, the whole tutorial experience just seemed to hone my skills, expand my repertoire, give me new strategies, make me more aware and more observant. I just pull it off a little bit better now. It's a little more polished.

During our focus group Mary also described the way she uses peer tutoring with her students when she said:

I used that too. And like you said, they are the best little mimickers. I do mine a little bit differently. I'll have two buddies together, and it's taken me a long time to get them to stop looking at me and to look and help each other. But it's just the cutest thing when they finally start doing it. One little girl said today, "No, no, no. Let me read it, and then you can read it." Because she saw how much the girl was struggling, and that's what as teachers do if it's grade level material. We say, "Well, let me read it first and then you can read it."...So it's the cutest thing to watch because you hear your words out of their little mouths, or they grab the little finger. Then they say, "No, right here." It's like they're all their little teachers. It's just really cute.

Rosalind and Mary encouraged peer interaction when they paired Tyler and Cindy for reader's theater, and they continued to use peer tutoring in their teaching. During our focus group Rosalind agreed that her tutorial experience made it easier for her to facilitate peer tutoring. Rosalind pointed out ways that her students acted like "little teachers" and explained concepts to each other very effectively. Rosalind said:

You're right, because I've had the girls say, "I'm Ms. Russell today." And I've even heard the boys say, "I'm Mr. Russell. You're going to do it." It's great

seeing the kids work together like that. They work together, and they say, "Okay." They seem to accept the words that the kids are telling them a lot better. It's amazing.

Rosalind described the ways peer tutoring helps students strengthen one another, and she indicated that peer tutoring helps build a sense of community in the classroom as students open up to one another. Rosalind explained:

I feel that it builds self-esteem for one thing. Secondly, it is like symbiosis. Each one has a different personality, attitude, and abilities. Then if you pair them together, it makes both of them stronger. Yes, I am a big nut on that, and it works very well when it comes to reading. It works very well in expressing, because kids will open up to other kids first before they would adults. I walk around the classroom and make sure that I hear what's going on. That is the best time that they can really get together and know one another for one thing. Then they can help one another, and kids will really enjoy helping one another. And when it comes to reading, I would get a child that maybe is lower and then one that's doing pretty good at a level they can help this other one.

Catherine used peer tutoring in her special education classroom, and she described the way she used peer tutoring in that setting. She said her special education students really enjoyed playing the role of the teacher in peer tutoring. When she reflected on her experiences, Catherine said:

I'm not using any peer tutoring currently, but in the previous years, like last year when I was in special ed., I had from kindergarten to fourth grade students. There were times when I would have a couple of kindergarteners in there with the fourth

graders at the same time. Then I would use those fourth graders to work with first or second or kindergarten.

Elaine indicated that when students take ownership of the reading process, they often become more sensitive to the needs of others. She said, “I think that it may show up with them helping other students or taking more initiative when a student doesn’t understand. It can help in that area too.” Elaine indicated that her students recommend books to each other and share information from books in small groups. She gives students the “opportunity to read the same book that a classmate is reading.” When Elaine gives them shared reading opportunities, she hopes that “will spark some kind of discussion between them.” Elaine related specific examples to illustrate collaboration among her students:

They would probably share the information more with their friends like, “Hey, look at this book.” Sometimes especially in third or fourth grade you can see them start to pair off, and they do actually discuss books they’ve read. They may share books with a friend who they know likes it or has a similar interests in books, and it can lead to just more personalized reading.

Rebekah described a buddy-study program in which her second grade students help each other analyze words. Rebekah said, “We do buddy-study, where they have a partner who is in a similar area of ability, and so you may have different spelling lists instead of just one for a classroom.” As Rebekah guides her students, they work in pairs to help each other understand how words work. This coincides with the tutorial process in which Rebekah used word fractions and other activities to reinforce Amanda’s spelling

and vocabulary development. Rebekah described the buddy-study program that she used in her classroom as part of Literacy Collaborative:

With the buddy-study there's a buddy check, and they take turns giving the words to each other.... And they try to talk about why they missed that word and what would help them remember it in the future....And they come up with that together, a way that would help them remember....They kind of take charge of that on their own, so it's a little different from the kind of traditional way, I guess, of doing it. But, I think it's really effective....They're responsible for their learning and they come up with ways to learn and remember how words work. That's really what we're trying to get them to understand: how words work, so they don't just memorize it this week and forget it from then on.

Rebekah was pleased that her students remembered the spelling words they learned, and they used them in their stories during writing workshop. Rebekah said:

I think it's helping them more cause I'll kind of quiz them on some words we've had and they still know them, and they're using them in writing workshop and that sort of thing. So if that continues, then I'll be real happy. I'll consider it a success if they keep using them.

Angela, Catherine, and Susan also described their involvement in reading buddy programs or cross-age tutoring programs with their students. Angela said, "My kindergarteners have fourth grade reading buddies who come in and read to them on Friday mornings. That's been a very successful sort of an adventure, and the word adventure is well-chosen."

### *Benefits from the Reading 539 Practicum*

Broaddus and Bloodgood (1999) found that teachers individualized instruction more carefully after a tutorial experience. The experiences of the participants in this study align with that finding. For instance, Angela described the ways that her tutorial experience gave her greater empathy for students in her classroom. She used metaphors to vividly illustrate the benefits of tutoring. For instance, she referred to the joy of “watching a child grow and flower” when she described how her experience in Reading 539 had given her greater sensitivity to the specific needs of students. She said, “The sense of the individual is what I brought from the tutoring that helped my classroom teaching.” When she expanded upon this idea, Angela said:

Something about seeing that one student face-to-face for two hours a session gave me...I saw him handling things in certain ways that I’ve seen in my students since....some of them as negative as his avoidance techniques. Like looking at one flower very closely helps you see the bouquet and not just a blur of color, it helped to illuminate the single child. I noticed it particularly the semester when I was teaching and taking the class. I noticed it a lot with the class I was working with then. There was just a difference in my facility in picking out the feedback I was getting from a child as part of a group. I felt more competent in knowing. I felt much more as if I could tell where a child was after having worked with a child in a carefully directed, growth-opportunity kind of situation. There has been some carry-over. I notice I am quicker to pick up on what sort of nudge a child might need. I think I’m doing a little better at knowing what to whisper in this child’s ear as I pass this table.

Angela indicated that her experience in Reading 539 gave her some new methods to refine her skills in positive reinforcement and to encourage her students more effectively. She related the difference her tutoring has made in her teaching. When Angela described the effect of her tutorial experience, she said:

That experience gave me some quick, simple ways to notice and say, "I guess maybe you didn't quite get that as well as you will, but wow, you are getting there." It gave me ways to notice and quickly pass on that you are getting there, and I see it. I think I am better at it than I was before the tutoring class. I think I'm better at it because of the practicum. I really do.

In describing the ways tutoring simplifies the juggling act involved in the teaching process, Angela said:

Teaching takes everything you have. It pulls from everything you have. Tutoring is teaching one-at-a-time with many of the difficulties removed from the whole juggling act. It is an opportunity to do really well what you are trying your best to do with the whole group. This is your chance to perfect what you teach, how you teach, and what you select. It is a chance to get it right. In tutoring you have a chance to try it and to see what it actually is. Then you can see whether the limitation is in the method, the material, or the specific set of people you are trying to keep all up in the air all at the same time. Then you know whether it is a management problem or a teaching problem.

Angela further clarified the relationship between tutoring and teaching when she said:

It illuminates it. You just learn so much about it. It is sort of like if you've seen a room in daylight times, then you can find your way through it in the dark. Then you know where things are. The difference in tutoring and teaching is comparable to that.

Angela also used another metaphor to describe the way that tutoring illuminates the teaching process. When I asked her how her tutorial experience affects the way she individualizes instruction with students, she made this comparison:

I don't have cataracts. I just talked with a friend who had cataract surgery today. I think it is sort of like saying, "If you had a cataract removed, would it affect the way you see things every day?" It does. It affects the way you see. I had a little more insight into one child, one student, one teaching situation without the distractions of group management running at the same time. Then you just know more than you knew before, and you use it. Sometimes you even think about it. Usually you don't think about it, but it's there.

Sometimes the effects of the tutorial experience hinged on the cumulative effect of tutoring and ideas generated from other reading classes. Reading 539 is a course that gives students opportunities to apply what they have learned in various reading courses to creatively meet the needs of their tutees. This course is designed to give tutors maximum freedom and flexibility as they focus on the needs of tutees and provide appropriate scaffolding for maximum learning. Participants noted that Reading Education 539 and other reading courses had a major impact on their teaching. For instance, Rosalind emphasized the ways that a course on reading theories caused her to be more of a constructivist in her approach to teaching.

During our focus group Catherine, who currently teaches fourth grade, described the changes in her teaching as a result her tutorial experience. She indicated that she used more games and had a more constructivist approach as a result of her tutorial experience and reading classes. Catherine described the ways her perspective changed:

I often feel that the tutorial experience helped me realize that it doesn't have to be pen and paper to be learning. I think the child that I worked with in the tutorial process a lot of times had to go a little further and maybe come up with something that she would conceive to be fun before she would become engaged with it. So I've found that's helped me in the classroom.

Catherine gave a specific example to illustrate the way her tutorial experience has "helped her in the classroom." Especially when students struggled with concepts such as identifying which research tools to use, she discovered the games she created inspired her students to become more engaged in learning, just as Cassie became more engaged in tutoring when she had fun with learning games. Catherine related her experience:

I've made up so many games. I go home every night and make up games. I've made up this game where each child gets a card that tells them something they have to find, and they have to go put it up on the board under the category to show which reference book it's in. Things like that engage the students so much more. They'll see it and put their little heads together and try to decide.

When Catherine described specific changes in her teaching since her tutorial experience in Reading 539, she said:

Before the tutorial experience I was really reluctant to do anything that I perceived to be fun, because I felt like it was a waste of time. I've always been a

real strict teacher, and before the tutorial experience I would've thought, "Oh, they could be reading something, and there they are playing a game." But there's so much learning. There are so many different ways you can learn without having paper or pencil in your hand.

Susan explained the ways she used a more language-based approach in her teaching as a result of her experience in Reading Education 539. When I asked her if she thought the interaction opportunities in Reading Education 539 made a difference, she said:

Absolutely! Oh my goodness, it was so true, and I think again Dr. Brozo just made me realize the power of language and how learning so often, there's got to be a high percentage of the time, our learning is discovered through language. That has also changed my philosophy of teaching. The first year I felt like it was so important to have a quiet classroom, and just lecture to the students and requiring them to do different things. And now I see how important it is, even if they are just talking with a partner, to let their learning take place through talking and through language, and through experiencing. And so that's really neat how talking myself in graduate school has helped me to discover new things and realize, "Hey, the students' talk is going to be a good thing and not a bad thing."

When I asked Susan what she would remember most from her tutorial experience, she emphasized the importance of helping students take ownership of their learning. She indicated that this realization has a continuing influence on her teaching. Susan said:

I will remember the power of giving Matt the ownership and how essential that is. I think that is probably the biggest thing that I will walk away with, just realizing

at first he did not take ownership and how detrimental that was and how I need to do that as a teacher every day no matter whether it is a whole group or a tutoring session.

Susan said that she became more introspective in her teaching as a result of the tutorial experience. Research-based strategies from Reading 539 gave her tools for teaching reading comprehension that are similar to those described by Zimmerman and Hutchins (2003). She described the impact of tutoring on her teaching in this way:

I would say it really helped me become more aware of reading comprehension and how to teach that, because that was Matt's area of need. And so it made me read more and just think about what I already do in the classroom. I thought, "How do I need to improve this skill with my own students that I go to every single day?" So it made me more introspective about that process. I'd say that's probably the most powerful effect it had on me. And also there was a time in the tutoring process I realized Matt was not internalizing what was being taught. And I realized until a student is able to take hold of what is being taught and take ownership of it, they'll never, ever use it. I mean it's never theirs, and so it just made me more aware of how can I, as a teacher, get students to take ownership of what is being taught. So I'd say those are the two biggest themes that have carried over to my own teaching.

During a focus group Susan also described the professional benefits she derived from her experience in Reading 539.

It has definitely made a difference. I guess for me it has helped to build my confidence as a reading teacher. It has given me more skills and inspired me to

keep learning about how to be a better reading teacher. I'm never going to have it figured out, so the more I know, the better off I will be. It was another stepping stone for me as a professional. It really has impacted me I would say specifically in the confidence area. It has inspired me too in the knowledge area to keep reading and learn more.

### *Opportunities for Leadership and Additional Training*

As participants used a myriad of language-based strategies, such as games and peer tutoring activities to help their students develop leadership skills in their classrooms, their tutorial training and reading education courses have also equipped them to take on leadership roles in their schools. For instance, Rosalind shares ideas from her university reading classes, such as Reading 539, with the teachers in her school, and Catherine shared the knowledge she gained about reading strategies in a workshop for the teachers in her school. This workshop was based on strategies that she learned in a content area reading course. These strategies correspond well with those developed in Reading 539. Catherine's description of that experience shows how her training in the university reading program enhanced her teaching. Catherine enthusiastically described the strategies she presented in her workshop as well as other strategies she enjoyed using with her class:

The workshop was based on strategies I learned when I took the content area reading course during the mini-term. That was the most valuable class. It was one of the best classes I had during the entire time I was in school here. We learned all about how to help students understand the vocabulary of science and social studies texts. So often the vocabulary is so specific to what you are studying.

Students have a hard time. In that workshop that I led at my school I just introduce them to a lot of the strategies that we did in my class like book making of different kinds. We had a book where you roll it through the shoebox.

Catherine was also enthusiastic in her description of other strategies she included in her workshop and used with her class, such as KWL and Venn diagrams. These strategies were learned in both the content area literacy course and Reading 539.

Angela found her tutorial experience beneficial when she was co-teaching a reading practicum for graduate students. She gained a new teaching tool through that experience. Hébert & Neumeister (2000-2001) described the value of the culminating experience in their mentoring program, and Angela considered the culminating experience of the reading practicum a valuable one. She noted that each tutee had the opportunity to master a piece of reading. This approach aligned with Mueller's (2001) descriptions of Reading Rebound. Angela described the culminating activity for Reading 539 this way:

One of the things that we did with that class that I wouldn't have thought of before the tutorial experience was having them help a child master a piece of reading. Often it was something the child had written himself or herself. Sometimes it was a favorite short story, a very short story. Just letting the child really perfect a piece of reading, as we did in the class for the performance for parents the last night of class, gave the child enough opportunities to practice to know they could be successful in the recital. I saw the importance of that a lot more than I did. Before, I think I might have been inclined to think, "They've

already read that. Let's go on to something else." I would have missed a big tool without having had that experience.

When Angela described the highlights of that experience, she focused on "mastery learning and the opportunity to enjoy reading for an audience." She pointed out that this gave those students a chance to "unlearn how painful it is to read badly in front of a group." This experience also gave tutees the satisfaction of being able to read for themselves, knowing they were "okay with that" and "really had that one down." Angela illustrated this by recounting the experience of a tutee in the practicum who struggled with reading and loved art. This tutee's enjoyment soared as she mastered a book about painters that appealed to her. Angela related this experience:

I remember one student in particular had a story that she liked to read so much, and I listened to her read it to her tutor earlier in the semester. She read it rather badly. I had no particular appreciation for this story, but she liked it so much. Her tutor let her go back to it again and again. It wasn't the only thing they did, of course, but she let her go back to it again and again. By the time I heard her later in the semester, it had kind of grown on me too, and she had perfected it. It worked for them. Again, it can't be all you do, but I think it is a useful component for a tutoring program.

Rebekah received additional training as a literacy coach through Literacy Collaborative, the classroom model of Reading Recovery. She described the ways that her training in Literacy Collaborative aligned with the training she received in her graduate reading classes, noting the reciprocal relationship between both training programs:

They were things that I had already been exposed to through experiences here at the university. I think they just helped to kind of solidify the things that I learned. I did learn new ideas, but I was able to just expand on the things I gained here, especially in looking at it as an eclectic approach to teaching. I always liked that about Dr. Brozo. Instead of promoting a program per se, he was just taking strategies that worked. Those are tools that you can pull out. I would definitely view the training that I got in Literacy Collaborative to be hand in hand with the things Dr. Brozo presented here at the university. Literacy Collaborative is a collection of thirty years of research of strategies that work and that help kids learn.

Rebekah found that her tutorial training coordinated with her training for Literacy Collaborative just as Mary found that Reading 539 aligned with her training in Reading Recovery. Rebekah pointed out the similarity of the two programs when she described Literacy Collaborative.

It's the classroom model of Reading Recovery. Marie Clay did both of those. They started in New Zealand. So it is the classroom model for that. And that's a stipulation to be a Literacy Collaborative school you have to have Reading Recovery in place. Literacy Collaborative itself, I think, has been around since maybe the mid-'80's, but not so much in this state but other places.

Rebekah also found parallels between her tutoring experiences with Amanda, her classroom teaching, and her teacher-training sessions as a literacy coach. In each situation she was leading students and teachers toward approximations of the desired result.

Rebekah described this process:

I think just really the importance of diagnostic testing and just letting the learner lead me, and that includes my teachers that I'm training. I have to be willing to accept their approximations as we go along. It's never going to look perfect. There's never a perfect lesson, there's never, you know but – but it's not going to, it's going to look different in every classroom, and so everyone really comes to a common ground of where we are. And I think you just have to accept that with teachers as well as students. If you're the one teaching and they're the one learning, it works no matter what their age is. You just have to accept where they are and work towards some growth as we go along.

Elaine has also received training through the Literacy Collaborative Program in her school district. She emphasized the attention to individual needs in the Literacy Collaborative Program and Reading 539 when she said:

It [Reading 539] is a specialized program that you try to teach to that child and not just to an entire classroom. That's where it is a lot like Literacy Collaborative. Those kids are looked at as individuals too, and there is a lot of diagnostic testing and they should all be on their instructional levels daily. So there is a lot of individual attention and attention to their testing and running records to see exactly what there improvement is and where they need to go.

#### *Collaborative Learning Among Participants*

During our focus group, participants commented on how much they learned from one another during Reading 539. Several participants specifically commented on how much they learned from one another by observing their peers' tutorial sessions when their

tutees were absent. Angela mentioned how much she enjoyed seeing the way Catherine inspired Cassie to enjoy reading.

I got to observe Catherine and Cassie too, because my student was also out three times. And it was helpful. She was using strategies that I hadn't gotten around to. I got to watch her take a very disinterested child, a very reluctant reader, and move her into a, "Oh, I can't wait to get here and see what I get to read this time." She did it masterfully, and it was nice to get to see.

Rosalind also described the value of those activities that keep students actively engaged in learning. Rosalind shared her experiences and related the opportunities teachers provide for their students when they use active learning strategies. Rosalind said:

We have to use various methods to get their interest, and the kids would rather be home sleeping or doing whatever. We have to get their interest, so I would walk in that classroom. Then they would say, "What is she going to do today?" But they are there, and they are listening. We can remember from our years in school that one special teacher, or that teacher that really made learning fun. And you know what? Why can't we be that special person to do that? One thing I truly love about teaching is that brings out the kid in me. And I love it. ...And, it's amazing how when the teacher that is more involved in various methods or tactile things, really getting in and doing things like that, the children excel. They really excel, just doing things.

When Catherine emphasized the importance of games during a focus group discussion, Rosalind immediately agreed with her. Rosalind said she enjoyed using games during her tutorial sessions with Tyler, and she used them more extensively with

her classes at school after her tutorial experience. She said, “They have to be involved in something before they can really be interested.” Rosalind used board games like checkers “to teach kids about context clues.” When she mentioned using board games in her classroom, Rosalind said, “I use regular games, but I fit them with the information that they have to learn. And it works.” She also described an innovative game that she designed to help students learn to shelve library materials in alphabetical order. During our focus group Rosalind summarized her feelings about games when she told Catherine, “I agree with you....Those games teach them a lot.”

During this focus group discussion Rosalind and Catherine both mentioned that they like to use the game *Memory* with their students. Turner (2004) discussed the value of “making dictionary, glossary, and index work collaborative” (p. 114), and Catherine described a game that she enjoys using with her students to help them internalize the definitions of vocabulary words. When Catherine was talking to Rosalind she said:

Even when I was a strict teacher and I didn’t play games, I’ve never liked having students write definitions. To me they don’t gain a lot from that. They copy the definitions word for word, and they don’t read it. They don’t try to internalize anything, so I play the game *Memory* that you were talking about. We play that game with science and social studies vocabulary words. They have to remember where the things are, and they are so much more attentive to what we’re doing than if they were sitting there copying definitions out of the glossary.

During this lively focus group discussion, Rosalind and Catherine described innovative methods they used to get their students attention. Rosalind vividly explained how she used her talking shoes in the classroom. Then Catherine described how her

students earned the opportunity to see her wear her clown shoes when they paid close attention to details. After much laughter and discussion, Angela summarized the value of those creative innovations, which make students feel comfortable. As she connected insights from tutoring and teaching, she described the joy of those moments that make teachers approachable. Angela indicated that those creative innovations that make learning fun could help students open up and stay engaged in the learning process.

Angela shared her reflections:

Both your examples, Rosalind and Catherine, made me think. From our tutoring, we all learned how important it was to key in on who that student was, to find out what the interests were, what the needs were, know as much as we could about them quickly, so we could use that to help them read. I think in our classes, large class situations, we need to do all kinds of things to help them to open up to us, so we can have that almost instant access to who they are. And I can't imagine it's not being easier to open up to someone who wore clown shoes or talking shoes than someone who didn't.

Catherine has made learning activities so much fun that her students request games like the word scavenger hunt whenever they have spare time. During our focus group I asked participants if there was another strategy that they found essential in their tutoring or classroom teaching. Catherine described her students' enthusiasm for a word scavenger hunt game:

One of the strategies I used with Cassie that I've used in my classroom is the compound word scavenger hunt....I just think it's such a fun way to teach compound words. My kids love it. They want to play that game any time we have

spare time. They'll say, "Put some words up there, and we'll see who can make the most words, you know, make the most compound words out of it." Cassie really enjoyed that strategy although she didn't have anyone to compete against. She enjoyed just seeing how many words she could make.

After Catherine described her scavenger hunt with compound words, Rosalind described her lively class sessions with *Pictionary*. She used various drawing activities during tutorial sessions to help Tyler connect his reading with prior knowledge, and she uses the game *Pictionary* to help her class understand words with multiple meanings. This game promotes positive social interaction while students acquire an important and often challenging reading skill. As Rosalind related her experience during a focus group, she said:

We play *Pictionary*. They draw the various meanings of the words, and then the kids have to guess what the words are. And it really works. And I tell you the truth. The principal gets involved. Everyone that comes in the room gets involved, and it's noisy. It really is noisy, and everyone takes a turn. But they are really having fun. That's another way of increasing their vocabulary and helping kids to understand the meaning of words.

After Rosalind described her class sessions using *Pictionary*, Catherine indicated that she was planning to try that game with her class. Near the end of the focus group session, Catherine said:

I just can't wait till tomorrow, because the first thing I'm going to try is *Pictionary* with multiple meaning words. My kids had such a hard time with

multiple meaning words, and I think that's such a good idea. I'd never thought of it, and I think it could really work. I'm going to give it a try.

In response to my question about what was most important in tutoring, Catherine emphasized the importance of concentrating on the individual and the value of shared reflection. She noted that shared reflection adds to a teacher's "bank of strategies" for motivating students. Catherine shared:

I do think finding out about individuals is probably the most important, but I think the reflection process is also important. After the tutorial session each week, we'd get together in a group similar to this, and we would talk about things we'd done. I would get so many new ideas, and that's happened just tonight. I have my list started here of ideas of things that I could try. Sharing ideas adds to that bank of strategies that you have to try when you encounter a new student or a student that you don't really know what to do with. It may also be ideas like using *Pictionary* to teach about multiple meaning words. That's a whole concept that my students have trouble with, and it gives you another idea, something else to try, to teach that concept. So I think the second thing to getting to know the individual would be the reflection process.

As participants continued to learn from each other during our focus group discussion, Rosalind described ways she implements strategies acquired in Reading 539. She also indicated that she plans to implement strategies that were mentioned during the focus group. When Rosalind reflected on her tutorial experience with readers' theater and shared her plans for implementing new ideas in her classroom, she said:

I try to put everything in practice, and exactly what Mary and I have done with pairing them up where one reads a part and the other reads a part is an excellent thing. There are so many things that we can put in practice. I'm glad we're discussing this too, because Mary brought out some more things that I'm going to incorporate into the classroom too.

Rosalind indicated that she saw a very close relationship between tutoring and teaching:

The two go hand in hand definitely. What I have learned from teaching applied to tutoring, and what I have gained from tutoring definitely has helped me with my teaching. Oh yes, they are related. There is no separation. Tutoring really helped, because I think all of us as students took what we learned from tutoring and applied it at school. Dr. Brozo knew his students well, and we were prepared. A lot of us were in student teaching or we had our own classrooms, so we were able to apply that to the tutoring. We all came up with experiences and things in tutoring that we didn't encounter in our teaching, yet we were able to take that and apply it to our teaching. Oh yes, they go hand in hand.

During Reading Education 539 the participants of this study learned a wide variety of language-based strategies. These activities gave tutors extensive opportunities to encourage language development and intellectual growth. As they saw the effectiveness of these strategies, they applied them in their classrooms and became more constructivist in their teaching. Participants used interactive strategies to encourage struggling readers to develop new competencies in tutoring, and they used these strategies to give students more opportunities for meaningful communication in their

classrooms. Chapter 5 links these practices and strategies with research and indicates the conclusions I drew from analysis of these findings.

## CHAPTER 5

### CONCLUSION

#### OVERVIEW OF THE STUDY

It is important to connect the research literature with data analysis (cf. Wolcott, 1990). Chapter 5 is designed to show the connections between the findings of this study and previous research. It is also designed to explore and describe the perspectives of the teachers in this study concerning the relationship between tutoring and teaching. The final sections of this chapter will focus on the contributions this study makes to the research literature and the implications of this study.

#### SUMMARY OF THE FINDINGS

This section summarizes the most significant findings from interviews and focus group discussions. I will demonstrate how these findings align with the overarching question: What was the relationship between the tutorial experience of the participants in Reading Education 539 and their teaching experience? Specific, related questions include: (a) How did the participants' prior teaching experience affect their tutoring? (b) How did the participants' tutorial experience influence their teaching? (c) What were the most effective reading strategies the participants used in tutoring? (d) What were the highlights of the participants' tutorial experience? Throughout this section I hope to convey the alignment of tutorial strategies used in Reading Education 539, the teaching practice of the participants, and the research literature. All of these components coordinate with the social constructivist theoretical framework of this dissertation.

## The Impact of Teaching on Tutoring

The teaching experience of the participants provided a beneficial foundation for tutoring. Participants used social constructivist procedures and strategies they found effective in classroom teaching during the tutorial process. As Susan considered the impact of her experiences, she summarized the influence of teaching on tutoring in this way:

I think it's just a combination of everything. You just take whatever you are already doing, and you just apply it. Then as you apply it, you learn more things. I guess that is why we are never finished as a teacher. You know, we are always refining ourselves.

Susan stated succinctly what all of the participants voiced in various ways. They gave many examples to show how their teaching influenced their tutoring. For instance, Elaine mentioned strategies for word analysis and reading diagnosis she used in tutoring and applied in the classroom. The *Wishbone Book of Spelling Strategies* that Elaine designed with Megan coordinated with the charts that Elaine used with her class for word analysis. Elaine, Susan, Catherine, and Rosalind found that their background in special education enhanced their tutoring. Mary's teaching approach with Reading Recovery and her opportunities to individualize reading strategies also aligned with her tutorial experience.

Specific classroom strategies that participants used in the classroom were beneficial in tutoring. For example, Angela and Rebekah mentioned the language-experience stories and dictation activities that they used in tutoring and in classroom teaching. Susan noted that she used some of the same writing activities with Matt that she

used in her classroom. She was pleased to see Matt grow as a writer as she incorporated these writing strategies from the Four Blocks Teaching Model into tutorial sessions.

Participants found many ways to adapt skills they had developed during their teaching experience to capitalize on the unique opportunities presented by one-on-one instruction. They brought a wealth of experience to Reading Education 539, and this helped them to provide individualized instruction that was responsive to the needs and the interests of their tutees. Participants also had an understanding of child development from their teaching experience that helped them to tailor their instruction to the specific developmental levels of their tutees. This helped them to provide appropriate materials for their tutees to encourage successful achievement.

### The Impact of Tutoring on Teaching

This section is designed to analyze the impact of the transfer of training from the tutorial experience of Reading 539 to the actual classroom practice of the participants. As the participants experienced benefits from tutoring, they found multidimensional ways to apply the insights they gained from tutoring. These applications included (a) beneficial strategies to enhance learning, (b) proficiency with various tutorial opportunities, (c) individualization of instruction, and (d) professional development opportunities.

Participants indicated that they used more of a constructivist, student-centered approach in their teaching as a result of their tutorial experience. All participants indicated that specific positive changes in their teaching resulted from their experience in Reading Education 539. They became more language based in their teaching, and they used reading strategies in their classrooms that they used in tutoring. During this study

Susan and Catherine described specific changes in their teaching philosophy as a result of their experiences in Reading Education 539 and other graduate reading classes. Susan, a first-grade teacher, realized “the power of language and how learning so often...is discovered through language.” As a result, she gives her students more opportunities to learn interactively. Catherine, a fourth-grade teacher, said, “Before the tutorial experience I was reluctant to do anything that I perceived to be fun, because I felt like it was a waste of time.” As she tutored Cassie, she realized that tutoring needed to be fun for her to be engaged in learning. Then she noted how much students could learn interactively. Now she incorporates many games and fun activities into her teaching.

The experiences in Reading Education 539 gave the participants tools to enhance their teaching. Lesson plans gave them a framework for effective instruction. Reflective notes helped participants to tailor instruction to the needs of students and to help them take responsibility for their own learning.

### *Strategies to Enhance Learning*

Participants used various strategies to help students take ownership of the learning and reading process. For example, two essential strategies that were emphasized by participants were the “My Bag” strategy and the pen pal letters. The “My Bag” strategy provided information about students’ interests, which guided lesson planning. Components of lesson plans, such as pen pal letters, opened opportunities for purposeful reading and writing. Participants emphasized the importance of creating an enjoyable learning experience for tutoring and teaching. They used strategies, such as language-experience stories to link books with personal experiences. Participants also focused on collaborative activities such as readers’ theater and games that promoted peer interaction.

Participants described a chain reaction in which students gradually gained control, or ownership, of the learning process. As a catalyst for this reaction, participants provided students with high-interest, appropriate reading choices. This helped students enjoy reading and gain skills for success. As they continued to read, their reading improved, and cueing systems became intrinsic. This helped them to become successful, independent readers.

The social constructivist strategies the tutors used in tutoring and classroom teaching align with currently researched comprehension strategies. For example, they coordinate with social constructivist strategies that Duke and Pearson (2002) derived from the “National Research Panel (2000) report commissioned by the U.S. Congress to evaluate research in the area of beginning reading” (p. 224). The key comprehension strategies that Duke and Pearson identified as beneficial in teaching developing readers focused on “prediction/prior knowledge, think-aloud, visual representations, and questions/questioning” (p. 224). All of the participants described tutorial strategies and classroom teaching strategies that link with these key areas.

Many quotes in Chapter 4 demonstrate the links between the comprehension strategies Duke and Pearson identified and the tutorial strategies participants applied in their classrooms. For example, Susan used “a reading tool belt” as a visual representation to give Matt a tangible picture of ways he could use comprehension strategies as reading tools. Rebekah and Catherine noted that they use many graphic organizers, such as KWL and Venn diagrams, to make learning visible. Many participants mentioned specific questions they used to prompt comprehension. They also used questions and activities based on these components to help students construct meaning from texts during

interactive sessions. Zimmerman and Hutchins (2003) described questions that reveal thinking during reading and said, “Meaning is in the mind of the beholder” (p. 12). Thought-provoking questions used by the participants of this study and by Zimmerman and Hutchins help students to enjoy “tracks of new thinking in their minds” (p. xiii) as they gain academic expertise.

### *Proficiency with Various Tutorial Opportunities*

Participants saw positive changes as their students were involved in various tutorial opportunities. Tutoring provided participants with the opportunity to tailor instruction to the specific needs and interests of their tutees. The participants in Reading Education 539 continued to tutor students in various capacities after the reading practicum, and they indicated that their tutorial experience in Reading 539 helped them facilitate school tutorial programs and other tutorial opportunities more efficiently. When Rebekah described the relationship between her experience in Reading Education 539 and her experience in a tutorial program her school recently started, she said:

That has been a big help, because I really feel like if I had not had the experience here with the tutoring sessions, a lot of that beginning time in my classroom of setting up tutoring sessions would have been getting the feel for whole-group versus small group tutoring or one-on-one.

Participants also indicated that they were able to guide peer tutoring and cross-age tutorial programs more effectively. For instance, Rebekah used a buddy-study program to help her students analyze their spelling words and apply what they learned during writing workshop. This buddy-study program coincides with the tutorial process in which Rebekah used word fractions and other activities to reinforce Amanda’s spelling and

vocabulary development. Rebekah found that the buddy-study program helped students in her classroom take responsibility for their own learning as they generated ways to analyze and remember their spelling words. Research has demonstrated the benefits of peer tutoring and cross-age tutoring in a variety of contexts (Ferrara, 1996; Topping, 2001).

Participants discussed ways they were able to apply strategies from Reading 539 to other tutorial opportunities. For instance, Rebekah and Catherine found strategies from the practicum beneficial with small groups of students in a school tutorial program. When Susan compared her tutorial experiences with more recent opportunities, she said that her training in Reading Education 539 “took the guesswork out of tutoring,” and Rebekah explained reasons why she agreed that the training in Reading Education 539 provided a beneficial framework for tutoring in various contexts. Rosalind and other participants described the ways they were able to conduct other tutorial programs more effectively. Susan and Angela also described buddy-reading programs that promoted interaction between various age groups. During our focus group discussion Mary summarized the impact of her tutorial training on peer tutoring activities with students:

I’ve done it all along, but like Catherine said, the whole tutorial experience just seemed to hone my skills, expand my repertoire, give me new strategies, make me more aware and more observant. I just pull it off a little bit better now. It’s a little more polished.

### *Individualized Instruction*

Broadus and Bloodgood (1999) found that teachers individualized instruction more carefully after a tutorial experience. During their study, teachers reported that they

had a different perspective on the classroom when they really got to know a child through the tutorial process. The participants in this study used a variety of metaphors to describe their multifaceted experiences and the ways their tutorial experience helped them individualize classroom instruction. For example, Angela said, “Like looking at one flower very closely helps you see the bouquet and not just a blur of color, it helped to illuminate the single child.” Participants emphasized that tutoring personalized learning and that using appropriate, high-interest materials helped tutees experience success. Rebekah expressed the perspective of the participants when she said, “I think the tutoring process is very powerful. You just have that opportunity to really focus in on a particular student’s needs.” Angela described the essence of individualized instruction when she said, “We need to find out who each student is as a person, as well as a reader. It is important to match them with things they enjoy and can grow through.”

When Susan was in high school, she discovered that “teaching really does change lives,” and she decided to become a teacher. While she was assisting students as a volunteer in first and second grade classes, she experienced the benefits of a mentoring relationship with an English teacher who took the time to tutor her students after class in order to fine-tune their writing skills. Susan experienced the benefits of tutoring on many levels. Tutoring had a major impact on her life as a student, and she described the ways tutoring had a “powerful effect” on her professional life as a teacher.

Rebekah also shared that a history teacher who took the time to individualize instruction by teaching an extra class after school had a major influence on her life. Rebekah said, “I can see what an impact it had on me, and I hope I can do the same for students.” Teachers sometimes wonder if their efforts to individualize make a difference.

This study emphasized the benefits of individualization on many levels, and research corroborates the value of mentoring relationships that provide support systems for students (Restine, 1993; Roberts, 2002; Nordfjord, 2003).

### *Professional Development Opportunities*

There was alignment between the training process for tutoring and the teaching procedures used by the participants. When they spoke of the training process, participants emphasized how much they benefited from supportive mentoring in Reading 539. Mary mentioned specific ways the professor of the course took the pressure off her at the beginning of the practicum, and other participants emphasized the comfortable environment for tutoring.

Angela had the opportunity to transfer her training from Reading Education 539 when she was a co-teacher of a subsequent reading practicum. She described the culminating experience of this reading practicum as a valuable one, particularly when students demonstrated their mastery of a text. This component of the practicum has support in the literature. Hébert and Neumeister (2000-2001) emphasized the value of the culminating experience in their mentoring program, and Mueller (2001) noted the value of presentations that demonstrate students' mastery of texts.

Participants found extensive ways to apply the tutorial strategies they learned in their classrooms. The eclectic tutorial training students received coordinated well with their previous training and ongoing training opportunities. They could easily incorporate elements of training from literacy programs, such as Reading Recovery, The Four Blocks, Slingerland, or Literacy Collaborative into their tutoring during Reading 539, and

strategies from Reading 539 were easily integrated into their instructional repertoires at school.

Educational support personnel provide teachers with opportunities to extend one-on-one opportunities and individualize instruction. As Rebekah has worked with teachers as a reading coach, she has found many applications for her training in Reading Education 539. When Angela saw how much could be accomplished through one-on-one time with Philip, she made it more of a priority for her teaching. She noted that she created more opportunities for her educational assistant and her school's Title I teacher to work one-on-one with her students as a result of her tutorial experience. She said that those opportunities for individualized instruction increased her students' "potential for being comfortable."

The flexibility and freedom provided in the tutorial process opened opportunities for application in a multitude of ways. This eclectic approach gave tutors the flexibility to be creative and use various tools to meet the needs of tutees. This freedom allowed them to use the best strategies to individualize instruction and to enhance learning. The participants applied the strategies they learned to their classroom teaching, and they broadened the scope of that application through continued training. The participants of this study indicated that they were empowered as professionals by their experience in Reading Education 539. For instance, Susan said, "It has definitely made a difference.... It made me more confident as a reading teacher."

## Tutorial Practices and Strategies

The participants' responses to my other two research questions concerning the most effective strategies from tutoring and the highlights of the tutorial experience lend even more support to the reciprocal relationship between tutoring and teaching. The following summary of the essential strategies and the highlights of the tutorial experience align with the participants' classroom experiences.

Tutorial strategies were individualized to students' interests and tailored to what students needed in order to grow as readers. Participants learned about a wide variety of strategies during Reading Education 539, and they had the freedom to use the strategies that were the most responsive to the needs and interests of their tutees. Participants described a variety of methods they used to interactively construct meaning with tutees. Beneficial books and materials made this process meaningful and enjoyable.

During the tutorial process the participants provided authentic reading and writing opportunities using strategies that made learning purposeful. Juel (1996) noted that more information was needed in relation to what tutors actually do during the tutorial process, and the participants in this study provided extensive descriptions of the tutorial strategies they used. They found direct classroom applications for the tutorial practices and strategies they learned during Reading 539.

The participants' beliefs in social constructivism and student-centered learning align with those of tutors in eclectic tutorial reading programs in other universities. Researchers noted details of social constructivist interactions in their analysis of interviews and surveys in qualitative case studies of tutoring (Sapir, 1985; Bolin, 1996; Cobb, 1998; Hébert & Neumeister, 2000-2001; McDaniel, 2002).

The research-based strategies that the participants used for tutoring also aligned with eclectic tutorial practices in other universities (Tancock, 1994; Prosser & Levesque, 1997; Lesh & Kelly, 1997; Cobb, 1998; Alexandrowicz, 2001; Worthy et al., 2002; Carr, 2003; Gut, Oswald, Leal, Frederiksen, & Gustafson, 2003). Participants in this study found these language-based strategies practical in tutoring and classroom contexts. Rosalind spoke for all the participants when she said, “They really work.” Catherine described them as “simple, effective strategies that really work for tutoring and classroom teaching.

### *Diagnostic Assessment*

Participants noted that diagnostic reports prepared during the semester before their tutoring helped them choose appropriate materials for their tutees. Diagnostic instruments including the *Qualitative Reading Inventory-3* (Leslie and Caldwell, 2001) aligned with diagnostic procedures in other university tutorial programs (Prosser & Levesque, 1997; Broaddus & Bloodgood, 1999; Worthy et al., 2002). As Brozo and Simpson (2003) asserted, assessment is a significant tool for “improving teacher effectiveness” (p. 152). The materials tutors selected using diagnostic information helped put the power to learn and to experience success in the hands of tutees.

### *Lesson Plans and Reflective Notes*

Tutors carefully provided appropriate materials for tutees as they planned lessons and wrote reflective notes “to build on students’ strengths” (Tancock, 1994, p. 131). These procedures were combined with scaffolding and support to help the tutees experience success and enjoyment. According to Csikszentmihalyi (1990), “Enjoyment comes at a very specific point: whenever the opportunities for action perceived by the

individual are equal to his or her capabilities” (p. 52). Participants emphasized that they used the lesson plans to pinpoint needs and spark their tutees’ interests. They provided appropriate reading materials to promote tutees’ success and feelings of competence.

Broadbush and Bloodgood (1999) emphasized that training for the design and implementation of lesson plans helped tutors in their graduate reading classes to make mutually supportive and shared decision-making processes integral parts of the tutorial experience. Elaine, Rosalind, Rebekah, and other participants emphasized their use of a flexible agenda for lesson planning that was designed to allow the freedom for choice within a detailed framework. For instance, Elaine’s tutoring became more student-led as she and Megan constructed meaning together. Through this process Elaine began “letting her have an active voice in what she wanted to do.” Elaine designed lesson plans to meet her objectives within a framework that gave Megan the opportunity to make choices relating to her interests. Mary summarized the views of the participants when she described the overall process:

In the practicum I was constructing an experience with that child....I think you learn so much from every child you work with. The program was individualized to that student, so I couldn’t help but learn from her.

Participants noted benefits from the lesson plans and reflective notes. They were enthusiastic about the mentoring provided in the form of specific written and verbal feedback during the tutorial process. Participants mentioned that they used some of the same lesson plans in their classrooms that they used in tutoring, just as they adapted certain ideas from their teaching to their tutoring. Some participants indicated that they continued to write reflective notes in their teaching, and they derived great benefits from

those notes. For instance, Mary, a Reading Recovery teacher, makes reflection an integral part of her teaching, just as it was integrated into the reading practicum. Angela said reflection helps us to be “better at shaping our plans to meet the needs of all our students.” Participants noted the ways reflection helped them enhance the quality of their instruction, discover new revelations, and move their students further along.

Although participants realized the value of reflective notes, in the realities of day-to-day teaching it was hard for some of them to find time to write reflective notes on a consistent basis. In spite of various time constraints, the elementary teachers in this study considered the reading strategies they learned in Reading Education 539 important, and they used them in their classrooms even if they did not always have time to reflect on them regularly. While a few participants stated that their opportunities to write their reflections were limited, they used examples to demonstrate the ways they considered reflective thinking a major priority. They realized their teaching could be enhanced by more reflective notes, and they considered this a goal for their teaching.

### *Beneficial Books and Materials*

Participants enthusiastically described those moments when they realized that they found just the right books and materials at the right levels for their students. They basked in their students’ enjoyment of reading during those moments. They found that, as Brozo and Simpson (2003) emphasized, “Good literature, once discovered, sells itself” (p. 350). The effective strategies the participants used to help tutees experience maximum benefits from good literature coordinated with the highlights of tutoring they described.

## Highlights of the Tutorial Experience

When participants described highlights from tutoring they emphasized aspects of the tutorial process that signaled positive change and growth in their tutees. The highlights the participants described often involved strategies that were seen as factors in improvement of tutees' attitudes, achievement, or engagement in the learning process. The highlights of tutoring illuminated the participants' classroom practice and inspired them to use teaching methods that were more responsive to the needs of individual students.

These highlights occurred as tutors noted their tutees' increased engagement in the learning process, and they coordinated with motivating contexts that have been described and extensively researched (Guthrie & Wigfield, 2000). For example, Turner (1995) and Turner & Paris (1995) have described these motivating contexts in terms of the "six C's": (a) choice, (b) challenge, (c) control, (d) collaboration, (e) constructing meaning, and (f) consequences. These motivating contexts were keys that made tutoring more enjoyable for the tutors and the tutees.

The six C's align with the beneficial learning strategies that were used by the participants in this study. The participants made many statements that showed that the six C's of motivation resonated with them. For instance, Rebekah emphasized the importance of *choice*. She noted that she was glad she had the opportunity to choose her own reading material, and she enjoyed giving Amanda and the students in her classroom high-interest book choices. As she gave Amanda a choice of reading material, she was pleased when Amanda really liked *Sarah Plain and Tall* and wanted to read the sequel.

She also provided browsing boxes in her classroom to give her students opportunities to choose their reading material.

Elaine was careful to provide Megan and the students in her special education classroom with instructional level materials that provided the right amount of *challenge* to inspire them to experience success. Elaine was delighted when her students rose to new levels of achievement, as when Megan chose to read a book about Nancy Drew that was beyond her reach at the beginning of the tutorial practicum. After Megan and the students in Elaine's classroom learned new reading strategies, reading was not such a mystery anymore.

Other participants also related highlights of tutoring to the six C's. For example, Susan emphasized ownership to help Matt exercise *control* over the reading process. When Susan talked about the benefits of giving students control over the reading process, she said, "I would say the biggest thing is they sense enjoyment. When they are in control, they can enjoy that book." She also concentrated on self-monitoring strategies and metacognition to help Matt and the students in her classroom take responsibility for their reading and determine whether they understood what they read. She was pleased when Matt's comprehension improved and he became more engaged in the learning process. She used a "reading tool belt" as a visual reminder to help Matt take ownership of the reading process as he gained new understanding of tools for comprehension. She also used a tool belt in her classroom as a metaphor to explain the components of comprehension and the importance of ownership.

Many participants, such as Susan and Elaine, mentioned the value of authentic, purposeful *collaboration* through pen pal letters. They noted their students' enjoyment

when they also used pen pal letters in the classroom. Elaine also mentioned that she gave her students shared reading opportunities “to spark discussions,” and they recommended books to each other. Rosalind and Mary realized the value of *collaboration* when Tyler and Cindy gained new confidence as they participated in reader’s theater. Participants used dramatic activities, games, peer tutoring, and cross-age tutoring to continue this emphasis on collaboration in their classrooms.

Participants used a variety of strategies to help tutees *construct meaning* during tutorial *collaboration*. For instance, Mary discussed the specific questioning strategies she used to help Cindy and her students in Reading Recovery make meaning during the reading process. She cited Vygotsky in reference to the modeling and scaffolding she used to support Cindy while she was *constructing meaning*. Mary considered Cindy’s improvement in writing a highlight, because Cindy increased her understanding of letters and words as they constructed meaning collaboratively.

Angela elaborated on this idea when she described the ways scaffolding “helps the tutor build bridges toward the next level of independence in the learning process.” Angela provided scaffolding that helped Philip “raise his level of inclusiveness of what he was willing to try,” and he began to see positive *consequences* from his effort. Angela said there was a “surprising difference” in his reading at the end of their tutorial sessions, and she “really thought he made more than a semester’s progress.” She said, “I think his success probably had a lot to do with the difference in what you can do with one child at a time rather than with a whole classroom with abilities all over the continuum.” When Angela created opportunities for one-on-one instruction in her classroom, she indicated that it makes it easier for her to meet the needs of her students. The feedback she received

through individualized instruction helped to guide her whole class instruction. Each of the participants and their tutees experienced positive *consequences* as they used research-based reading strategies from tutoring in their classroom teaching.

Participants found that effective reading and learning strategies served as catalysts for positive changes in the lives of their tutees. As the participants used modeling and scaffolding to help tutees take ownership of the learning process, they provided choices based on their tutees' interests. Then they saw changes as tutees increased their confidence, competence, and engagement in the reading process. When they saw the effectiveness of these strategies with their tutees, they continued to use these reading strategies in their classrooms. Rosalind summarized the participants' perspectives when she said, "What I have learned from teaching applied to tutoring, and what I gained from tutoring definitely has helped me with my teaching.... Oh yes, they go hand in hand."

## KEY FINDINGS

During the interviews and focus group discussions the participants of this study described a strong reciprocal relationship between their tutorial experience in Reading Education 539 and their classroom teaching. As participants specified the ways that one form of instruction positively influenced the other, they noted that they used ideas from their classroom teaching during their tutorial experience. Some participants indicated that they had changed their teaching philosophy as a result of their experiences in Reading Education 539 and other reading classes. All of the participants described the ways they were applying social constructivist, student-centered strategies from tutoring in their classroom teaching on a regular basis. A few of these strategies were not used by all of

the participants on a regular basis in teaching because of time constraints or feasibility factors. Even in those cases, participants discussed the significance of those strategies and indicated a desire to apply them regularly in their teaching practice.

## DISCUSSION

Why is this study significant? Tutoring can help struggling readers experience academic success, and the participants of this study described specific ways this can be accomplished. Even experienced teachers may feel an awesome responsibility when they tutor a student in a one-on-one relationship. They realize that their approach needs to be modified slightly in comparison to classroom teaching, and the examples provided in this study shed light on how these modifications can be effectively accomplished. The participants in this study noted that tutorial training gave them confidence and specific preparation that was beneficial in tutoring and in the classroom context.

This study describes specific strategies that were effective for seven teachers as they constructed meaningful tutorial experiences. Although this study with a limited number of participants cannot be generalized to all teachers, the strategies they described do enjoy support in the literature for helping struggling readers experience academic success. This study indicates specific ways the insights gained from Reading Education 539 enhanced teaching and helped the seven participants individualize instruction.

It is significant when a struggling reader has the opportunity to access the thoughts of a caring adult. Students benefit when those caring adults are trained teachers who understand the nuances of motivation for reading and approach the tutorial process with a repertoire of reading strategies. This study provides access to the thoughts and experiences of seven teachers with tutorial training, teaching experience, and an interest

in ongoing professional development. The challenges they faced are a microcosm of the typical challenges teachers face as they work with struggling readers. These teachers found creative ways to individualize instruction, emphasize interests, and instill motivation as they opened a world of reading to their tutees.

Tutoring with an eclectic approach provides opportunities for true constructivism. Tutors construct a learning experience for students while students construct meaning from texts. In this process tutors provide students with access to their thoughts through think-aloud strategies and specific guidance. This involves interaction and scaffolding that can improve thinking and learning processes. This helps students gain more confidence and assume more responsibility for their own learning.

Tutoring presents a unique opportunity to help struggling readers develop expertise. Tutors need specific training to make the most of that opportunity. Particularly in the beginning of the tutorial process, tutors need specific guidance to find reading strategies and approaches that are effective. The participants in this study described strategies they considered effective and shared highlights of their tutoring. Their descriptions can provide strategies for effective tutoring, and they can be used to enhance tutorial training. This study goes beyond the realm of the actual tutorial experience to explore the impact of tutorial training on classroom teaching as well as the impact of classroom teaching on the tutorial process. Tutoring in a reading practicum such as Reading 539 helps teachers gain expertise they can apply in practical ways to enhance their teaching.

## IMPLICATIONS

In this section I will indicate the implications of these dimensions for (a) teachers, (b) tutors, and (c) leaders across the educational spectrum. The findings of this study have implications for meeting the literacy needs of students and empowering educational leaders who focus on literacy. While these implications are not intended to be comprehensive, the participants in this study shared valuable insights that could be helpful to teachers and educational practitioners in various settings. The participants in this study found many ways to apply ideas from their teaching experience to the tutorial setting, and they experienced benefits from tutoring in teaching. As they experienced these benefits, they found multidimensional ways to apply the insights they gained. These applications include (a) strategies to enhance learning, (b) proficiency with various tutorial opportunities, and (c) professional development opportunities. I have discussed these applications in previous sections to portray the transfer of training from the tutorial experience of Reading 539 to the actual classroom practice of the participants.

### *Strategies to Enhance Learning*

This study provides examples of social constructivist strategies for student-centered learning that produced dual benefits for the participants and their tutees. Participants described many ways these strategies could be applied to the classroom setting. These strategies can be applied in classrooms to enhance learning. Excerpts of interviews in this study give teachers and tutors the opportunity to access the thoughts of experienced teachers who constructed beneficial tutorial experiences for their students. These strategies have applications for language-based classroom teaching and for teacher training.

### *Proficiency with Various Tutorial Opportunities*

Tutors in various settings can benefit from the ideas participants shared about their tutorial experiences. This information also has implications for peer tutoring and cross-age tutoring. Participants indicated that their tutorial experience made them more proficient in implementing peer tutoring and one-on-one instruction in their classrooms. They were also more likely to provide opportunities for one-on-one instruction as a result of their tutorial experiences. Ideas from this study could be used during workshops for parents to help them tutor their children more effectively. Topping's (2001) research provides ideas for peer tutoring and training programs for parents that correspond with the procedures and strategies participants used in Reading Education 539. When the focus is on individualized instruction through tutoring or language-based teaching, students benefit as educational leaders and parents work together to give them tools for success.

### *Professional Development Opportunities*

Leaders across the educational spectrum can apply ideas from this study to professional development in various settings. During lively focus group discussions participants exchanged ideas and spoke of plans to implement those ideas in their teaching. Participants mentioned that discussions with colleagues in their schools similar to the discussions about reading strategies in Reading 539 would be beneficial. These discussions would help educators add to the bank of strategies for motivating students and meeting individual needs. Nielson (1999) and Koals (2001) focused on similar ideas for collaborative learning and mentoring in graduate reading programs. These ideas could

be applied to professional development in schools, and professional educators in various settings could benefit from opportunities for more extensive collaboration.

The implications of this study include training applications to help teachers of university tutorial programs, classroom teachers, reading specialists, and teaching assistants to be more strategic as they individualize instruction and seek to meet students' needs. This study presents application for the training process in university settings as well as staff development in schools.

### RECOMMENDATIONS FOR FUTURE RESEARCH

Wolcott (1990) emphasized the importance of “pondering the essential issues” of a study, and I hope the reader of this dissertation will continue to explore the relationship between tutoring and teaching in order to discern the most effective learning strategies in both settings. Continued research in this area will provide ongoing opportunities to meet the needs of students and empower educational leaders who focus on literacy.

This study could be replicated with a larger population. This population might include additional teachers as well as the parents of tutees. During the focus groups of this study, participants elaborated on data from interviews, corroborated data from the interviews, and provided additional information. During a study with both parents and teachers, parents could add another dimension to the process. For example, parents would be aware of the tutee's developmental history.

It would be interesting to design a study to compare the tutorial experiences of experienced teachers with the experiences of less experienced teachers. Triangulation of the data through observations would be beneficial. Teachers could be observed in

classrooms before, during, and after tutoring. Longitudinal case studies with a few teachers would also add another dimension to the research literature.

It would be helpful to conduct a study that concentrates on the training process for tutors in order to determine the impact of various approaches. A survey instrument could be developed to explore training procedures for tutorial programs in colleges and universities. Research of this nature was conducted in earlier decades, and it would be helpful to update this research. These surveys could also indicate the most essential components for tutorial training. Studies of this nature would add to our knowledge base for the benefit of educators and students across the spectrum.

## REFLECTIONS

Language-based teaching from a social constructivist perspective formed the framework of Reading Education 539. This approach provided participants with the freedom to use eclectic strategies to create responsive instruction for individual students. Language-based teaching can have a major impact at all levels of education to help students and teachers enjoy learning and make the most of educational opportunities. Brozo and Simpson (2003) indicate how powerful this approach can be. The challenge these authors present to teachers and students conveys the transformative potential of language-based teaching in tutoring, teaching, and educational experiences for learners of all ages.

Finally, literacy itself is being redefined by information and communication technologies. To thrive in this new landscape, we suggest that teachers, with the help of their students, create learning environments...that are language based,

where students use literacy and technology to acquire new knowledge, to grow personally, to find pleasure, and to transform themselves and their world (Brozo & Simpson, 2003, p. 25).

This study demonstrates that a tutorial practicum, such as Reading Education 539, can equip the classroom teacher with tools for creating the type of language-based environment Brozo and Simpson described. Language-based practices learned in the freedom of a social constructivist, student-centered tutorial program can give the teacher innovative ideas to use in the classroom.

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## APPENDIXES

## APPENDIX A

## RESEARCH QUESTIONS

What was the relationship between the tutorial experience of the participants in Reading 539 and their teaching experience?

1. What were the most effective reading strategies the participants used in tutoring?
2. What were the highlights of the participants' tutorial experience?
3. How did the participants' prior teaching experience affect their tutoring?
4. How did the participants' tutorial experience influence their teaching?

## INTERVIEW QUESTIONS

1. Describe the student you tutored in Reading 539.
2. Describe a typical tutorial session.
3. What kinds of support did you provide to help your student experience success?
4. Describe the times when you felt like your student was really engaged in the reading process. What was your most satisfying experience in tutoring a student?
5. What reading strategies did you find most effective? What reading strategies did you find least effective? Why?
6. What books and materials did you find most helpful during your tutorial sessions?
7. What were the hardest and easiest things about tutoring?
8. If you were creating a set of guidelines for tutoring, what would you include on your list?
9. What do you consider the most important points to remember in tutoring?

10. Can you describe aspects of the tutorial process that surprised you?
11. Did you notice any changes in your approach to tutoring as you gained experience with the tutorial process?
12. Describe a typical day of teaching.
13. Can you describe specific ways your tutorial experience has influenced your teaching?
14. Can you describe strategies you use in teaching that you also used in tutoring?
15. Do you think there is a relationship between what you learned in the tutorial program and the teaching process? If so, how would you describe that relationship?
16. What is the same and what is different between teaching and tutoring?
17. Can you describe how your tutorial experience has affected the way you think about individual students you teach? Has this influenced the ways you individualize instruction?
18. Do you think of certain ideas you learned from your tutorial experience in Reading 539 while you are teaching?

## FOCUS GROUP QUESTIONS

1. How has your tutorial experience affected your classroom teaching during this semester?
2. What does ownership of the reading process mean to you? Several of you mentioned that concept during our interviews.
3. Why is ownership of the reading process important? Have you seen specific ways students benefit when they make choices about their reading? What usually happens when students begin to feel a sense of control over the reading process?
4. How did you model ways to develop ownership of the reading process? What indicated that your modeling was successful? Are there certain statements that stand out in your memory?
5. How were reflective notes beneficial in the tutorial process?
6. Do you write reflective notes for your classroom teaching? Are the reflective notes that you take now a result of the reflective notes that you took during the practicum?
7. Many of you talked about how you made decisions about materials that were readable. I would like to hear more about this.
8. How did you perceive the needs of your student? How did you seek to meet your student's needs? Did you gear instruction to the moods or specific needs of your student? Can you specifically recount examples of ways you linked instruction to the moods and skill levels of your student?
9. Are there any ways that you view the tutorial experience differently now?

10. What reading strategies did you consider the most essential in your experiences in the tutorial process?
11. What do you consider the most important aspects of the tutorial process that you have taken with you into your classroom situation? How does that get played out in your current situation?
12. What will you remember most from your tutorial experience?

## APPENDIX B

## Informed Consent to Participation in Qualitative Research

### The Perspectives of Teachers on the Reciprocal Relationship of

#### Tutoring and Teaching

You are invited to participate in a research study designed to explore the reciprocal relationship of tutoring and teaching. As a participant, you will be interviewed at least two times at the location of your choosing. Each interview will be approximately 45 minutes to one hour. The interviews and a focus group for all participants will be audio taped and transcribed. The transcription will be used to provide data for this study. As a part of your participation in this project, you will also be asked to provide samples of lesson plans and other teacher-created artifacts that will help corroborate interview data. No data sources from children or protocols from children will be collected during this research process.

All data will be kept confidential. Your identity will be kept confidential through the use of a pseudonym. The results of this study will be used to help develop a better understanding of the reciprocal relationship of tutoring and teaching. Data will be used for research purposes only. Data will be prepared in manuscript format and may be published in professional journals and books. The data may also be presented at professional meetings to assist in the educational advancement of the field. Your participation in this study is voluntary, and you may elect to withdraw from this study at any time. You may contact me at this e-mail address: [dcoffey1@utk.edu](mailto:dcoffey1@utk.edu) or at this telephone number: (865) 694-8633. Your signature below indicates that you have read the above information and agree to participate in this study.

Participant: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX C

**FORM A**

IRB # 765-A

JUN 13 2003

**Certification for Exemption from IRB Review for Research Involving Human Subjects**

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**A. PRINCIPAL INVESTIGATOR(s) and/or CO-PI(s):** (For student projects, list both the student and the advisor.) Debra Coffey, principal investigator; Dr. William G. Brozo, advisor

**B. DEPARTMENT:** Theory and Practice in Teacher Education

**C. COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PI(s) and CO-PI(s):**

Debra Coffey, 9700 Rachelle Court, Knoxville, TN 37923 (865) 694-8633 dcoffey1@utk.edu

Dr. William G. Brozo, A209 Claxton Complex, 1122 Volunteer Boulevard, Knoxville, TN 37996

(865) 974-1920, wbrozo@utk.edu

**D. TITLE OF PROJECT:** The Perspectives of Teachers on the Reciprocal Relationship of Tutoring and Teaching

**E. EXTERNAL FUNDING AGENCY AND ID NUMBER** (if applicable): N/A

**F. GRANT SUBMISSION DEADLINE** (if applicable): N/A

**G. STARTING DATE: (NO RESEARCH MAY BE INITIATED UNTIL CERTIFICATION IS GRANTED.)** Upon IRB approval

**H. ESTIMATED COMPLETION DATE** (Include all aspects of research and final write-up.):

Spring, 2004

**I. RESEARCH PROJECT:**

1. **Objective(s) of Project** (Use additional page, if needed.): The objective of my project is to answer this question: What was the reciprocal relationship between the tutorial experience of the participants in Reading 539 and their teaching experience? Additional questions include: (1) What were the highlights of the participants' tutorial experience? (2) How did the participants' prior teaching experience affect their tutoring? (3) How did the participants' tutorial experience influence their teaching? (4) Does teaching experience after taking Reading 539 affect the participants' views of the tutorial experience? I will ask my participants questions during long interviews to discover the reciprocal relationship between their tutorial experience and their teaching experience. Then I will conduct a focus group with my participants to gain more information about whether the tutorial experience influenced ways they view students and individualize instruction. During the focus group participants will share specific books they have enjoyed using with students. This will serve as a catalyst to reveal more about the reciprocal relationship between tutoring and teaching.

2. **Subjects** (Use additional page, if needed.): Subjects will be adult volunteers. They will be teachers who have completed a University of Tennessee reading practicum, Reading Education 539.
3. **Methods or Procedures** (Use additional page, if needed.): I will audiotape interviews of approximately six teachers about the reciprocal relationship between their tutorial experience and teaching. Participants' identities will be concealed, and they will sign informed consent forms. Initial interviews will be conducted at sites and times most convenient to the participants, primarily in the Reading Center or in quiet public places like libraries or parks. I expect most of these interviews to last about an hour. Lesson plans and reflective notes the participants compiled during the University of Tennessee reading practicum, Reading Education 539, will be discussed during the interviews. After the interviews, I will conduct a focus group to gain more information about the reciprocal relationship between my participants' experiences in tutoring and teaching. I hope to complete the interview process this fall (2003). Interviews will be transcribed and the data analyzed and reported. Results will be shared with the participants.
4. **CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46** (see reverse side for categories): 2

**J. CERTIFICATION:** The research described herein is in compliance with 45 CFR 46.101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal Investigator Debra Coffey Debra Coffey 5-12-03  
Name Signature Date

Student Advisor Dr. William G. Brozo W. Brozo 6/10/03  
Name Signature Date

Dept. Review  
Comm. Chair Dr. J. Amos Hatch J. Amos Hatch 6-11-03  
Name Signature Date

**APPROVED:**  
Dept. Head Dr. Susan M. Benner Susan M. Benner 6-11-03  
Name Signature Date

**COPY OF THIS COMPLETED FORM MUST BE SENT TO COMPLIANCE OFFICE IMMEDIATELY UPON COMPLETION.**

Rev. 01/97

Informed Consent to Participation in Qualitative Research  
The Perspectives of Teachers on the Reciprocal Relationship of  
Tutoring and Teaching

You are invited to participate in a research study designed to explore the reciprocal relationship of tutoring and teaching. As a participant, you will be interviewed at least two times at the location of your choosing. Each interview will be approximately 45 minutes to one hour. The interviews and a focus group for all participants will be audio taped and transcribed. The transcription will be used to provide data for this study. As a part of your participation in this project, you will also be asked to provide samples of lesson plans and other teacher-created artifacts that will help corroborate interview data. No data sources from children or protocols from children will be collected during this research process.

All data will be kept confidential. Your identity will be kept confidential through the use of a pseudonym. The results of this study will be used to help develop a better understanding of the reciprocal relationship of tutoring and teaching. Data will be used for research purposes only. Data will be prepared in manuscript format and may be published in professional journals and books. The data may also be presented at professional meetings to assist in the educational advancement of the field. Your participation in this study is voluntary, and you may elect to withdraw from this study at any time. You may contact me at this e-mail address: [dcoffey1@utk.edu](mailto:dcoffey1@utk.edu) or at this telephone number: (865) 694-8633. Your signature below indicates that you have read the above information and agree to participate in this study.

Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Request for Access to Files to be Used in Qualitative Research  
The Perspectives of Teachers on the Reciprocal Relationship of  
Tutoring and Teaching

As director of the Reading Center responsible for housing and monitoring Reading Center files, I would like to request permission from you to use files containing lesson plans and reflective notes compiled by graduate student clinicians during the University of Tennessee reading practicum, Reading Education 539. All data will be kept confidential. The identity of each student will be kept confidential through the use of a pseudonym. The results of this study will be used to help develop a better understanding of the reciprocal relationship of tutoring and teaching. Data will be used for research purposes only. Data will be prepared in manuscript format and may be published in professional journals and books. The data may also be presented at professional meetings to assist in the educational advancement of the field.

Reading Center Director: Dr. William G. Brozo  
Name

W. G. Brozo  
Signature

6/10/03  
Date

## VITA

Debra Jean Coffey was born in Knoxville, Tennessee. When she attended Bearden Elementary School, she knew that she wanted to be a teacher. She experienced definite confirmation of that goal in fifth grade when she was doing a report on the Expedition of Lewis and Clark with an emphasis on Sacajawea. As a student at Bearden Junior High School and Farragut High School she enjoyed projects, and she participated in a state speaker's tournament. Then she graduated from Carson Newman College, earned a Master's Degree from the University of Tennessee, and taught at Christian Academy of Knoxville for nineteen years. She has written lesson plans and articles for publication, and she has shared teaching ideas during workshops and conferences. She has been the president and vice-president of Sigma Tau Delta, the historian of Kappa Omicron Nu, and the historian of Kappa Delta Pi.

As a graduate associate at the University of Tennessee she experienced mentorship on a variety of levels. Dr. Brozo has been an excellent mentor throughout her doctoral program, and Debra has mentored students in tutorial sessions and graduate classes. When she teaches graduate classes, she shares ideas from her experiences in teaching every grade level from preschool to college. Trips to Australia, New Zealand, Mexico, Hawaii, Canada, Alaska, and Europe have given her teaching ideas for international festivals and interactive activities. She enjoys seeing students enter the world of a book and become enthralled with the learning process.

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06/23/04 HFB