

Building Partnerships through Leadership and Literacy



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Hardin-Simmons University

- READ 3364, Developing Comprehension & Inquiry Skills class:

Five EC-6 majors

One 4-8 ELAR major



Bonham Elementary School

- Six 5th graders
- Six 3rd graders



Research about Cross-Age Tutoring

- Form of cooperative learning (Maheady et al. 1994)
- Both tutors & tutees improved academic performance (Osguthorpe & Scruggs, 1986; Mastropieri & Richter, 1985)
- Expands opportunities to review material, to think about purpose, & improve communication skills (Gaustad, 1993)

Research about Cross-Age Tutoring

- Enhances students' self-respect (Fitzsimons-Lovett, 1998)
- Enhances study skills (Gaustad, 1993)
- Results in less absenteeism & fewer disciplinary referrals (Maher, 1982, 1984)
- Tutors benefit from being a role model (McAlister, 1990)

Designing & Implementing a Successful Program

- Define goals for literacy learning
- Design appropriate program
- Select tutors & tutees
- Plan with collaborating teachers
- Select skills & content
- Train tutors & tutees
- Design lessons
- Implement lessons
- Debrief about tutoring sessions



(Thrope & Wood, 2000)

Best Learning

- Students learn best when learning is:
 - Meaningful
 - Interesting
 - Functional
 - Provides decision making opportunities



(Henriques, 1997)

HSU EC-6 & 4-8 ELAR Majors:

- Application of reading strategies for expository text (science)
- Review of science concepts related to wide range of topics (Solar System, weathering, classification of matter, and seasons)
- Development of curriculum based upon interests, academic needs, and attitudes
- Development of communication skills – spoken & written (leading discussions, wait time, feedback, etc.)

Bonham Elementary School Leaders & Readers

- Students' demographics
- Teachers' contributions & views of program
- Benefits for leaders & readers
- Issues related to scheduling tutoring sessions

Collage of Learners



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