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PEER TUTORING IN KINDERGARTEN:
AN INSTRUCTIONAL GUIDE FOR EDUCATORS

A graduate project submitted in partial fulfillment of the requirements
For the degree of Master of Arts in Education,
Educational Psychology

By
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Abstract

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Even with a dramatic increase in class size, fewer students attending preschool, and a higher academic achievement demand in Kindergarten, Kindergarten teachers are still expected to have all their students master the state standards. One of the easiest and most efficient ways to ensure that this mastery is met is through the use of a peer tutoring program. The peer tutoring program provides students with the opportunity to teach, model, practice, and learn with constant support from a peer thereby scaffolding an increase in understanding and skill level.

The goal of this graduate project is to address the lack of a Kindergarten peer tutoring program using a peer tutoring teacher guide. This guide, *FUNDamentals First: A Guide for Kindergarten Teachers using Peer Tutoring in the Classroom!* provides teachers with step-by-step directions on how to start, train, monitor, and assess a peer tutoring program with their own Kindergarten students. Resources are also available for teachers to use during tutoring sessions.

With the use of the peer tutoring program, students can achieve mastery at a much quicker pace while interacting with peers in a safe, organized, exciting way.

Chapter One

Introduction

“All I really needed to know I learned in Kindergarten” is a famous quote said by Robert Fulghum (1989). Is it true that all one really needs to know was learned in Kindergarten? Kindergarten, the first school experience for many students, is a time for basic skills to be introduced and mastered. If these skills are not mastered, students will struggle their entire school career. Juel (1988) completed a longitudinal study on a group of students as they moved from first to fourth grade. The researcher found that 25 out of the 29 students who ranked in the bottom 25% in first grade were still in the bottom 25% when they reached fourth grade. Further, the results indicated that if a child was classified as a poor reader in first grade, he or she would have an 88% chance of remaining a poor reader throughout his/her entire school career. The need to help these students before they move onto harder material can be met through the use of peer tutoring in the classroom. Peer tutoring encourages students to work together to solve problems, learn material, and master state standards. By following the peer tutoring model, students have one-on-one support through the use of a peer in enjoyment and often desired tutoring sessions rather than completing assignments independently or with the teacher. However there is a lack of instructional materials available for teachers to easily use. This project fills that void as it educates, instructs, and explains the basics of a peer tutoring program in Kindergarten.

Statement of Need

Many young students enter Kindergarten with limited to no school readiness skills. They are focusing on how to hold a pencil, sit properly in a chair, and adjust to a six hour school day rather than the academics of letter and sound identification. The Santa Clara County Partnership

for School Readiness (2008) explains that early school readiness does not only include literacy skills but also focuses on language development and social-emotional factors. The study found that students who entered Kindergarten near-proficient in all readiness skills performed better on the standardized tests of English and Math in third through fifth grade compared to children who ranked lower in the different school readiness portraits. Raver (2003) concluded that children who had difficulty paying attention, following directions, getting along with others, and dealing with emotions had a harder time adjusting to school and advancing in the academic aspect of school. They often spent their school career trying to catch up with peers who started off Kindergarten with a firm foundation and willingness to master the academic standards that were taught.

Vadasy and Sanders (2010) suggests that early intervention is the best way to offset the disadvantage for students lacking school readiness. One of the best intervention tools is one-on-one instruction with someone who is able to provide a model of appropriate response and knowledge. This can be accomplished through a peer tutoring program. This peer tutoring program must have explicit instructional procedures with ongoing assessments and plenty of teacher guidance. Menesses and Gresham (2009) have found that students who participated in reciprocal peer tutoring showed a much greater growth on test scores and basic math skills compared to peers who did not participate in such programs.

The social aspect of school readiness depends on the students' interactions with fellow peers and their ability to adjust to unfamiliar settings. Raver and Jones (2009) found that when students were having difficulty settling into the classroom routine, they would be overwhelmed in the Kindergarten classroom. They would also be challenged with adjusting and adapting rather than working on new academic skills.

During peer tutoring sessions, students are not only working on the academic skills that are the main objective but they are also practicing social skills in a supportive learning environment, something that all above studies have shown are lacking in entering Kindergarteners. Skills such as asking for help, settling disagreements, interacting and correcting mistakes, and relying on others for support are all taught, modeled, and practiced in each tutoring session. Ward and Ayvazo (2006) found that these skills often carried over from peer tutoring sessions to everyday classroom learning, playground interactions, and daily life. In their study, autistic students who had minimal social interaction with others before tutoring sessions were seen interacting with peers, parents, adults, and strangers. When students are able to ask for help independently they improve their chances of mastering important academic skills needed to be successful learners.

Purpose of Graduate Project

The current research suggests that students of all ages learn best when they are able to work with peers on activities that they choose. Peer tutoring allows students the opportunity to practice selected skills in a one-on-one tutoring session. Research and available resources solely focus on late elementary, middle school, and high school levels with limited to no programs at the Kindergarten level. This project fills the gap with an instructional guide, **Fundamentals First: Peer Tutoring in Kindergarten**, for Kindergarten teachers instructing them on how to start and implement a peer tutoring program in their own classroom. **Fundamentals First: Peer Tutoring in Kindergarten**, includes an introduction, brief overview of peer tutoring, guidelines on how to start a program in the classroom, as well as lessons that students would use during peer tutoring sessions focusing on letter identification.

Terminology

Classwide Peer Tutoring (CWPT): A supplemental general education instruction with peer-assisted, collaborative instructional activities in which students are organized into dyads. During dyads, students work on strategies to promote research-based reading skills. (Kamps 2008).

Classwide Student Tutoring Teams (CSTT): A hybrid peer tutoring program that combines elements of student team learning with components from the CWPT model. (L. Maheady et al. 2006).

Consonant- short vowel- consonant (CVC): Words that contain three letters, usually following the pattern of a consonant, short vowel sound, and another consonant.

Consonant- long vowel-consonant (CVCe): Words that contain four letters, usually following the pattern of a consonant, a long vowel sound, another consonant, and ending in a silent e.

English Language Learners (ELLs): Students whose native language, or language used at home, is not the same language instruction is done in school. These students often have difficulty in school since they are not only learning new material but also a new language.

Peer Assisted Learning Strategies (PALS): A reciprocal classwide peer-tutoring strategy that address skills such as phonological awareness, letter-sound correspondence, and sight word recognition. (Fuchs, D., Fuchs, L., and Saenz, L. 2005).

Peer Tutoring Program: A program where students follow an organized and explicit format that teaches or reviews concepts taught in class. Students take turns being the tutor and tutee. (Fisher 2001).

Same-age Peer Tutoring: when two or more individuals of the same age are grouped together based on some form of teacher assessment (Fuchs, D., Fuchs, L., Mathes, P., & Simmons, D. 1997).

In order to better understand the importance of using peer tutoring in a Kindergarten classroom, it is necessary to review research regarding students' success and types of programs already being incorporated in classrooms, which will be presented in the following chapter.

Chapter Two

Literature Review

Introduction

This chapter is organized in the following manner. The first section discusses the motivation of students to read. Following this description, an overview of three peer tutoring programs already being used in the classroom is examined. This includes a description of each program, studies supporting their success, and the components that work best in a Kindergarten classroom. The first program is Peer Assisted Learning Groups (PALS). The second program is Classwide Peer Tutoring (CWPT). The third program is Classroom Student Teaching Teams (CSTT). Following the overview the different parts of each program as it relates to a Kindergarten classroom will be discussed. In the next section, studies supporting and examining the effect of peer tutoring on the development of Kindergarten students will theorize the importance of such a program in the youngest of classrooms. Finally, a synthesis of the literature review will be shared along with the implications for the design and development of a peer tutoring guide.

Motivation to Read

Wigfield and Guthrie (1997) speculated that reading motivation could be explained through three different domains: an individual's belief about his/her efficacy to achieve, purposes for choosing different tasks, as well as the social aspects of completing such a task. Peer tutoring supports these different areas of reading motivation. For example, there is an

increase of relatedness among peers as students successfully interact during the organized peer tutoring session.

Bandura (1977) defined competence and self efficacy as the level in which a person decides on their ability to complete a task successfully. When a child decides on a task, he/she must look at the coping behavior that needs to be initiated, how long to continue working on the task as well as how much effort to expend. Bandura theorize that self efficacy perceptions can be improved by completing mastery tasks, through vicarious experiences, and verbal persuasion. This is an important part of the development of reading since a child needs to have the belief that he/she will succeed and understand what is being read, or he/she may not even attempt to complete the task. There is a link between a child's perceived competence and predicted achievement in different school subjects such as mathematics and reading. Having students work with each other in a peer tutoring session, students will gain confidence in their ability to read successfully.

Griffin and Griffin (1998) examined how students' achievement, self efficacy, and test anxiety were affected as they participated in a peer tutoring program, known as Reciprocal Peer Tutoring (RPT). To measure the level of self efficacy they utilized the self- efficacy and test anxiety scale (STAS) which Griffin developed in 1994. The participants in this study were high school students who attended the same school and had the same teacher. Two periods of classes used RPT throughout a unit of study while two other periods did not use RPT as they used the traditional material. The STAS was administered at the beginning of the unit and before two teacher generated material tests in all of the classes. The results of the study indicated that there was a difference between the two groups comparing self-efficacy; with the RPT groups' mean .05d higher than the control group. Thus peer tutoring slightly increased the self efficacy of the

high school age students; if RPT was used for a longer length of time, the self-efficacy scores would have a larger increase and the effect would be greater (1998). This study supports the idea that peer tutoring can increase reading motivation based on the rise in student achievement and their own opinion of their ability.

The second aspect of motivation is the reasoning for selecting a task. This selection can be further explained as achieving intrinsic or extrinsic goals. Baker, Dreher, & Guthrie (2000) explained that intrinsically motivated students were the ones who chose activities for their own sake and out of their own interest and desire to know more about the subject. On the other hand extrinsically motivated students chose activities for rewards or other external reasons such as when others are reading and they want to belong. Gottfried (1985) concluded that having stronger academic intrinsic motivation positively related to a higher academic achievement. If a child is motivated to participate in peer tutoring, then the work completed in each session increases his/hers' academic achievement.

In a study completed by Nolen (2001), the literacy program in a Kindergarten classroom was examined based on task selection, collaboration, and motivation. This study would validate that Kindergarteners reasoning for wanting to read and write follow the same logic as proven by Deci, Baker, Dreger, and Guthrie. This study found that when students were given the opportunity to interact with peers or the teacher they found those learning experiences to be more beneficial and worthwhile. During post observational interviews, students in classrooms where they were able to interact with peers after reading or writing independently not only enjoyed school more but also progressed towards mastery quicker. This sharing consisted of reading their writing to a peer or teacher, describing their drawings or the realization that they can express what is going on in their life through words. This study supports Deci and Ryan's Self

Determination theory as it shows the many reasons that Kindergarten students and teachers prefer one activity over another. This study supports the notion that peer tutoring would be a desired activity as it has students interacting with a peer.

The decision to select a certain task can be explained through Deci and Ryan's Self Determination theory (1991). This theory concludes that there are three innate needs that need to be met: the needs for competence, relatedness and autonomy. These theorists explain that competence involves the process in which a person internalizes the success or failure of different activities and the thoughts of success in future similar activities. The second part of the theory describes how individuals try to establish and connect with others. The third aspect of the theory illustrates how individuals self regulate and self initiate their actions. They suggest that students who read together are gaining a sense of relatedness with peers and adults. Students are also experiencing competence by choosing the type and level of books that they read. By choosing books that are in his/her ZPD, students begin to internalized the success and believe in their increased ability. As students become more comfortable with reading they will regulate and choose books in which they have an interest (1991).

In a study completed by Sperling and Head (2002) the motivation of Kindergarten and Pre-K students was examined. The study concluded that the more knowledge especially in the ability to recognize, name, and give the correct sound of the alphabet there was a higher motivation for students to want to independently read and write. In addition, to the increase of motivation based on the knowledge of alphabet identification, there was an increase as students gain more high frequency words and were able to sound out CVC words. This study supports the notion that self efficacy affects the motivation of Kindergarten students. As students master the alphabetic principle and basic high frequency words their desire to read and write increases.

The Self Determination Theory can help explain the choices and reasons for a young child, between the ages of four and twelve, to choose to read, as explained by Wigfield and Guthrie (1997). The third factor in being socially motivated. Social goals, which involve tasks that emphasize keeping interpersonal commitments, meeting social role obligations, and conforming to social rules and expectations, could be another example of an extrinsic motivator. A student may choose to read a specific book if a peer recommends it even if that student had no initial interest in reading. The child chooses to read not for the purpose of furthering his or her own curiosity or fulfilling intrinsic needs, but to be socially accepted in his or her peer group. However students may internalize this type of motivation and take ownership for their own learning. Social motivation might also hinder students from reading if they choose not to read based on the opinions of those around them. This is an important factor in the type and amount of reading done since reading is often seen as a social activity. Reading is often done chorally with other classmates in school or with another peer or friend. The social aspect of motivation could also be seen at home when a parent and child read together (Baker, Dreher, & Guthrie, 2000).

In a study completed by Xu, Gelfer, and Penkins (2005), the interactions of English Language Learners (ELLs) were examined through the social interactions with peers. In this study, researchers found that students who participated in the peer tutoring classroom had an increase in positive interactions with peers. The second grade students, aged seven and eight, and teachers in the peer tutoring classroom found school to be more enjoyable and acquired the English language at a quicker pace than peers who did not use peer tutoring in their classrooms. This study helps support the notion that peer tutoring increases the reading motivation and desire of all students to achieve state standards, especially the ELLs who are consistently struggling to

maintain the same growth as English only students. The reasoning of the increase in motivation is due to the social impact and opportunities that peer tutoring encourages in the classroom.

Peer tutoring supports the development of all three areas of reading motivation. It improves self-efficacy as students begin to feel better about themselves and their competencies as they are given more opportunities of successfully reading with a peer. They gain experience being the “teacher” which also increases confidence. In some peer tutoring programs, students are given the choice and opportunity to choose their own partner or select what material they will use from a predetermined collection. Finally, students are able to socially work with others in completing certain tasks and practicing reading skills. By incorporating peer tutoring in classrooms, teachers are helping their students become more motivated to read in class as well as on their own. With the value and importance of peer tutoring being apparent, it is important to look at programs which have successfully incorporated the strategy in promoting reading.

Peer Assisted Learning Groups (PALS)

According to Fuchs, Fuchs, Mathes and Simmons (1997), Peer Assisted Learning Strategies (PALS) is a program where students participate in a routine that incorporates established pairing of students and activities. Students in the class are ranked by skill and then divided in half. They are then paired so that the highest ranking student in the first group is paired with the highest ranking in the second group and so on. Teachers are then able to change pairings if they feel that the pair is socially incompatible. The designated pair of students would remain partners for the next four weeks when the re-ranking and regrouping would occur. Both students would take turns being tutored as well as tutoring their fellow partner following the established procedure (1997). Sáenz, Fuchs, & Fuchs (2005) created different studies that had PALS classrooms and groups completing three different activities: partner reading with retelling,

paragraph summary, and prediction relay. These activities were used in a more intensive, systemic practice as students were actively discussing and participating in their learning compared to a more traditional classroom, where the teacher would lead most of these activities (2005).

In a study completed by Calhoun, Al Otaiba, Greenberg, King, & Avalos (2006), Hispanic first graders in a New Mexico border town were either randomly chosen to either participate in a PALS program or take part in the control group. In the PALS group they received thirty minutes of intervention three times a week for twenty weeks; during this time they worked on sounds and letters as well as story sharing. Teachers in this group were given directions and materials that were consistently used throughout the trial and students were instructed on the procedure of working together. The students had each other say the letter, listen for the sound (stretching out the word), sounding out consonant-vowel-consonant (CVC such as cat, dog, e.g.,) or consonant- long vowel-consonant (CVCe such as love, cute, e.g.,) words, and reciprocally reading PALS stories. In the control group, teachers continued using the regular type of pedagogy, with no consistent procedure or material being used (teachers' preferred strategies). Both groups of students were assessed before and after this time period using a decoding, fluency, and phoneme segmentation assessment known as Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The final evaluation showed that the PALS group had a larger number of Hispanic students at or above grade level compared to the control group. After the study was completed both teachers and students in the PALS group said that they enjoyed being part of the study. Students felt that the PALS allowed them to become better readers and was an enjoyable exercise as that they were able to complete with a partner. Teachers felt that their students

improved in their decoding, fluency, and phoneme segmentation at a higher rate compared to previous groups of students (2006).

Classwide Peer Tutoring (CWPT)

Another type of peer tutoring known as classwide peer tutoring (CWPT) was developed by Kamps, Greenwood, Arreaga-Mayer, Veerkamp, Utley, Tapia, et al. (2008). In this program, students work in pairs to increase the amount of academic responses to different topics presented in the classroom as well as being placed in a structured format to practice their social skills. The classroom that incorporates CWPT conducts weekly or biweekly quizzes to assess the amount of knowledge each child has gained and to ensure that there is progress; these quizzes are then used to make or change the pairing of the students. An example of the process that may occur in a middle school classroom would be 5 minutes of vocabulary practice, 8 minutes of oral reading, 5 minutes of comprehension questions; this process is then repeated as the roles of tutor and tutee are reversed. As an additional form of motivation, students receive points for being on task as well as praising and correcting their partner's mistake during the tutoring session. These points are then tabulated and students can trade them in for prizes and awards. There are numerous studies that show that CWPT has a positive affect in elementary classroom as it provides immediate feedback from a peer as well as provides students a method to self monitor their progress as they increase the number of opportunities in the classroom to actively learn (2008).

Kamps, Barbetta, Leonard, & Delquadri (1994) examined the effects of classwide peer tutoring (CWPT) on reading scores in three different first grade classrooms as well as the social interaction between students during free choice time, including a focus on three students who were diagnosed with having high functioning Autism. The students participated in CWPT three

to four times a week for twenty minutes. During this time, students took turns reading a passage and answering comprehension questions. The tutor would score points as the tutee correctly read questions, while also being responsible for correcting any mistakes. Following the twenty minute tutoring session, the researchers collected the results by recording students reading the practiced passage noting reading errors, as well as checking their reading comprehension by asking five different questions (who, what, where, when, and why). The researchers also observed the frequency of initiations of motor or verbal interactions with other students as well as the reaction to this initiation during free choice time. The reading rate of thirteen out of fourteen students increased by more than twenty words per minute, with the one student whose score did not increase still reading above grade level. There was also an increase in the mean amount of interaction among students during free choice time increasing from 27 seconds to 175 seconds, about 92 second more during the five minutes observed time (300 seconds). Students and teachers responded positively to a survey agreeing that peer tutoring was a beneficial and fun activity to increase fluency as well as help with social interaction with peers (1994).

In another study performed by Ward, & Ayvazo (2006) CWPT and its affect on Kindergarten autistic children were examined during a physical education class where the skill of catching was being taught. The class was broken up into groups of four students each who would later break up into pairs. The tutee would complete a task based on the task card given by the teacher. As the task was being completed the tutor provided feedback and recorded the number of correct motions. The lessons were done for 30 minutes twice a week for 13 weeks; each lesson was preceded by a whole class lesson. The researchers examined the number of catches that were caught during each lesson as well as how many of these catches were correct- that was defined by the desired results stated by the teacher such as 'catch the ball with two hands' or

‘catch the ball with the right hand only.’ During CWPT days each new catching or striking skill was demonstrated by the teacher and then students were given two minutes to practice the skill. Students were instructed on how to help their partners complete each task successfully by stating ‘watch me- this is how we do it!’

The results were mixed as the students with autism only showed a slight increase in the number of catches as well as catches done successfully. Two of the children with autism increased one day and not the next and such forth. The researchers explained the decline or lack of success on some days since catching can not be expected to always increase but becomes more accurate over a long period of time, much longer than the study lasted. Another explanation of the slow progress was based on the skills and opportunities that the students came into the class had already acquired. The researchers suggested that the Kindergarten students could have been matched by the levels of skill mastery they had before the study took place to have better results. However the data collected does show that all the students caught more balls during the days that CWPT was used compared to the days of whole class instruction; the students were also more actively involved in their learning. This study shows that peer tutoring can be implemented in different subject areas including physical education (2006).

Classroom student teaching teams (CSTT)

Another method of peer tutoring introduced by Greenwood, Delquadri and Hall (1989) is known as classwide student study team (CSTT), which incorporates the classwide peer tutoring (CWPT) and team-games-tournament (TGT). This program was created during a longitudinal two year study done at Chapter I schools (low socioeconomic students) where a pair of students worked as tutor and tutee on a class wide basis. The pairing was created by the teacher and the

structure of interactions between the two were highly controlled and explained by the teacher. Each pair of students was then assigned to compete against one to two other class teams. Tutees earned points after responding to tasks given to them by tutors; the winning team was the team that had the highest daily and weekly points. According to Greenwood et al., there are eight different components of the CSTT method: content material being presented, new partners each week, partner-pairing strategies, competing teams for the highest point total, individual tutees point total, tutors provide immediate correction, public posting of individual and team scores, as well a social reward for the winning team. The hope is that CSTT would provide the opportunities for students to respond to the material and actively discuss with peers; this interaction was observed to have been lacking in many of the Chapter I schools observed by the researchers (1989).

Maheady, Sacca, & Harper (1987) described a study that was conducted on three ninth and tenth grade math classes that contained both learning disabled (28 students) and non-disabled students (63 students). The study examined the effect of CSST on all students through the results of weekly math quizzes completed individually. The researchers developed this study to examine how many times during the school day students have an ‘opportunity to respond’; to actively participate in their own learning, and how can implicating CSST increase these opportunities. The class was broken into heterogeneous groups of three-four low, average, and high achieving students. Another major component was a game format that was used to introduce the contents as well a weekly competition among the teams. Teachers would ‘lecture’ for part of the day, in a manner similar to a traditional math course, then have students work in their groups for the next thirty minutes. Students were instructed on the procedure of tutoring each other- one member would be the tutor while the other two were tutees. After the problem

was selected from the worksheet both tutees would write out and complete the problem. After it was completed the tutor would check the work and reward 3 points if the work was done correctly. If there was a mistake made the tutor would show the tutee how to perform the problem correctly, then the tutee would be given the opportunity to rework the problem three times correctly, to receive two points. If they refused or were unable to rework correctly no points were given. This procedure would be repeated as many times as in the thirty minutes allocated. Extra points were given by the teacher for good cooperation skills in the group, accurate correcting, and praise for each other. The weekly quiz had students independently complete the work with 5 points given for each correct response. All points were then calculated and the weekly team winner announced both in the classroom as well as in the school bulletin.

The average score on the weekly quiz rose from 62% to 81%; the rate of failure on the quiz dropped from 41% to 5%. All students especially those with special needs were able to successfully complete the work as well as practice valuable social skills with peers. This program showed dramatic increase in the scores of the students on weekly material; students enjoyed this type of learning so much that they complained to the teachers after the study was over that they wanted their teams back. This model required a certain amount of prep work by the teachers in order to select and create the daily practice sheet as well as the weekly quizzes but many of the teachers felt that the work was well worth it as the number of students understanding and completing the work successfully rose (1987).

Kindergarten Adaptation

As a Kindergarten teacher, I know that peer tutoring can easily be implemented in a Kindergarten classroom. For example, in my classroom I regularly use a procedure called a

think-pair-share. This method has a pair of students, usually assigned by the teacher, discuss a topic or answer a question posed by the teacher. If students are already using think-pair-shares then they are use to the format of asking each other questions and listening for a response.

During these think- pair- shares the students are practicing taking turns, listening to each other, and questioning what each other are saying. Students can actively be involved in just about any lesson, including thinking of all the words they could think of the start with /b/, explaining to each other how to figure out an addition problem, sharing their reaction to a story, or making prediction to each other about a science experiment.

Out of the different studies that were researched, the one that could easily be adapted to a Kindergarten classroom would be the PALS program described above. Calhoon (2006) noted that Kindergarten students could practice letter names, sounds, and high frequency words to help build fluency. Particularly in the beginning part of Kindergarten these skills are still developing and must be acquired before independent reading and writing can be assessed. The class would be divided in half based on current knowledge of these areas and group them as Fuchs (1997) described so that the highest student from the top half and the top student from the bottom half of the class are paired and so on till the lowest student in both halves are partnered. Then students would need to practice 10- 15 minutes each day focusing on their sounds, letters and high frequency words; there would also be predictable books that use the high frequency words in context. Instead of having this pair of students compete with others they would compete with themselves- such as on Monday they were able to correctly identify 30 letters, sounds, and words their new goal would be to try to get 35 words on Tuesday, 40 on Wednesday, e.g. until a determined goal is met. This method would work well in a Kindergarten class as it would

reinforce the sounds, letters, and words that are already learned and provide additional time and practice to master the rest.

The many different methods of peer tutoring all encourage students to practice their learning with fellow peers. This chapter examined Vygotsky's theory on Cognitive development including the zone of proximal development, reading motivation, and the different versions of peer tutoring that can occur in a single classroom as opposed to cross age tutoring that involves multiple classrooms at different grade levels. Through the use of Peer Assisted Learning Groups (PALS), students are given the opportunity to practice specific skills multiple times throughout the week with peers. In Classwide Peer Tutoring (CWPT), all the students in the classroom are paired up to ensure that they are completing tasks while earning points that can be traded in for prizes or rewards. In Classroom Student Teaching Teams (CSTT), students are heterogeneously grouped to complete tasks as they earn points in hope of being declared the team of the week. All of these different methods of peer tutoring not only incorporate peer grouping, practice of assigned material, immediate feedback, and teacher supervision to ensure multiple opportunities of learning but also encourage an increased motivation to read.

Kindergarten Peer Tutoring

In a study performed by Norman and Wood (2008), the effects of prerecorded sight words were examined based on the feedback of same age tutors in a Kindergarten classroom in Midwestern urban elementary school. In this study, tutors had the ability to use a prerecorded device which stated the correct word on the flashcard. This was introduced since the ability of same age tutors differ. When the tutor has a lower ability than the tutee, there needs to be some form of reinforcement and guidance. Whether this is done through a picture of what the word is

supposed to be or in this case, a recorded voice stating the word. Research collected from this investigation found that students' recognition of practiced words increased at a much quicker rate than the traditional format. Students who participated in the study also stated that they felt their ability increased as did their self worth.

Fuchs (2001) describes in detail the development of the Kindergarten Peer Assisted Learning Strategies (PALS-K). Peer tutoring sessions are expected to last for about four weeks with tutoring sessions occurring three times per week, with twenty minutes per session. There are two types of activities that were introduced: Sound Play and Sounds and Words. In Sound Play, five types of activities are completed that have students isolate first and last sound, rhyming words, blending and segmentating different sounds and words. In Sounds and Words, letters are randomly positioned left to right line by line. Tutees are expected to read each letter as the tutor reinforces and corrects any mistakes. The second part of Sounds and Words has students read non-decodable sight words, decodable words, and simple sentences. Students are expected to read each letter independently and then blend the letters together to read the word. This explanation of a well known researcher shows that Kindergarteners are capable of working together as tutor and tutees. The well established routine and simple lessons ensure that students will be able to complete the work independently with monitoring during sessions.

McMaster, Fuchs, and Fuchs (2006) examined different models of the peer assisted learning (PALS) tutoring program in an early elementary setting, a mid elementary setting, as well as in a high school setting. In each setting, the procedure that occurred during tutoring sessions were well established and monitored by the teacher. The majority of students who participated in the study increased in their knowledge of the selected skill, there was also an increase in the social motivation and self worth. The study also listed some limitations that

occurred while students were participating in PALS tutoring sessions. These limitations included 20% of students who did not respond positively to tutoring sessions, this group of students often included identified disabled students or students who would be identified in later years. These students who often struggled had weak phonological awareness, attention and behavioral control, and cognitive development, or to be students in high-poverty Title I schools. A solution that was presented was to have the non-responders, those who did not succeed, receive intensive one on one tutoring with an adult. This study shows the strengths and limitations of a peer tutoring program in the classroom. Most students will be successfully in the peer tutoring program, however the ones that are not need to receive one on one instruction by an adult. These students who continue to struggle through PALS tutoring sessions need to be monitored closely as they are at a higher risk of developing a disability.

Synthesis

The above research proves that Kindergarten students are motivated to read and write when they are given the opportunity to participate with a peer and have continued success on grade level material with immediate feedback. Research also shows that if a student struggles in Kindergarten and there is no intervention or direct one-on-one instruction that child may continue to struggle throughout their entire school career and are at a higher risk of being a high school dropout. Kindergarten teachers can increase student motivation and provide one-on-one instruction through the use of peer tutoring in their classroom. However, there is no guide available for Kindergarten teachers to use in their classroom that explains the process and procedure on how to set up such a program in their classroom. This thesis project is designed to

fill that void. In the following chapter, the development of the guide *FUNDamentals First: A Peer Tutoring Guide for Kindergarten Teachers* will be discussed.

Chapter Three

Project Audience and Implementation Factors

Introduction

The need for this project arises from the current situation with Kindergarten students who are having difficulty mastering fundamental skills with the current curriculum and resources available. Many Kindergarten students are capable of helping each other perform tasks, but are not always sure how to help their peers. By creating a structured program, the students can help each other master the Kindergarten state standards. Even though letter, word, and number identification skills are taught daily with many different practice opportunities not all students are being challenged and assisted as needed. By having a daily peer tutoring session in the classroom, students can interact and motivate each other to achieve their learning goals.

FUNDamentals First: A Peer Tutoring Guide for Kindergarten Teachers is an instructional guide that assists teachers in creating, setting up, and implementing this program in their classrooms. The guide describes how to incorporate collaborative learning into individual classrooms and provides sample materials.

Chapter Three introduces the ADDIE model, which is an instructional development (ID) model that follows five different steps: Analysis, Design, Development, Implementation, and Evaluation (ADDIE). This model was used in the development of this product. Furthermore, this chapter also describes the product's delivery system, as well as a description of the plans regarding where, when and how the product will be used. Finally, the last part of the chapter provides an outline of the content and the related activities of the product.

Development of Product

ADDIE Model

The ADDIE model was the most effective way to organize my thoughts in the planning of my guide. This model fit my need as it easily broke the design process into five different parts: **A**nalysis, **D**esign, **D**evelopment, **I**mplementation, and **E**valuation. I also liked that after each step, reflections and evaluations happened. As a beginning designer, I find that I need to reflect and evaluate my work on a frequent basis. By completing that step over and over I am able to catch mistakes or clarify confusion before moving on to the next step in the process.

This model fit my organizational plan starting out in the analysis stage, where I examined the need of having a peer tutoring program at the Kindergarten level. The ADDIE model encouraged and allowed me to gather the data and information about the product and then assess and reflect on the results. For example, after the data was collected and the needs of other Kindergarten teachers were examined I was able to reflect and see that there really was a lack of knowledge among students. With the confirmation of this need, I then reflected on whether my proposed product would fit this need. This reflection led itself into the next stage of the ADDIE process, the Design phase.

During the design phase, I constructed a mock up of my product and reflected and assessed to see if this mock up is teacher friendly and asked myself once again, if this proposed product met the need that it was designed for. After I reflected on my design I was ready to develop my product, which is the third phase of the ADDIE process. During this phase, I gathered information and put all of my materials into one guide. This phase took the longest for me as an instructional designer. Throughout and after this phase I continued to ask myself if this material and the peer tutoring program solved the need that I discovered in the analysis stage.

Following this reflection, I implemented the program into action by having other Kindergarten teachers teach different aspects of the program and try it out in their own classrooms. As they completed the program I was ready to do one of my last segments of ADDIE, the evaluation phase. In this phase I not only looked at whether the implementation stage was appropriate but also whether my proposed product successfully met the need that I established or if I needed to add to my project or readdress standards that were missed. By following the ADDIE model I was able to address, test, develop, and evaluate my instructional product in an effective and efficient method. The model was used to develop *FUNDamentals First: A Guide for Kindergarten Teachers Using Peer Tutoring in Their Classroom* as follows:

Analysis. The problem that I discovered was that some of my Kindergarten students were having difficulty meeting state standards such as identifying words that have the same beginning sounds (phonemic awareness), letter and number identification, as well as high frequency word identification. I felt that with more exposure and practice with these skills there would be a decrease in the amount of time needed for mastery. A peer tutoring program provides additional practice for the struggling Kindergarteners to master these important skills. The use of a guide enables and directs teachers on how to implement this program into their classroom within one month with tutoring sessions three to four times a week.

Evaluation of existing products. Existing teaching guides for Kindergarten peer tutoring is non-existent. There are many guides available for middle school, high school, college level and even upper elementary level but not for the youngest learners in the classroom- the Kindergarteners. One guide, *Creativity and Collaborative Learning: The Practical Guide to Empowering Students, Teachers, and Families* contained lessons geared towards the young learners but limited the descriptive lesson to one skill with one example that students used in the

classroom. This guide was also over 450 pages long, much too bulky for the average teacher to use on a daily basis, especially as a guide. It appeared to be more of a reference and educational book that teachers can refer to for an overview of different collaborative learning rather than a guide on how to plan, implement, and carry out peer tutoring sessions.

Another teaching guide that is similar to the creation of *FUNDamentals First: A Guide for Kindergarten Teachers Using Peer Tutoring in Their Classroom* is *Peer Tutoring: A Teacher's Resource Guide*. This guide is approximately 100 pages and is the most closely related guide I could find that is similar to my designed guide. This guide contains seven different parts in which it guides teachers from what is peer tutoring to the design, training, and assessment of the program; all of which are also components included in my guide. A teacher using this guide in the classroom would be able to follow the guide and start a peer tutoring program in their classroom however there were a few pieces missing. There are not sample lessons or tutoring resources available for the teachers to use. This guide is also geared towards middle school or high school teachers so many of the monitoring and introduction sample letters would not fit in a Kindergarten classroom.

Intended audience. The intended audience for this guide includes both male and female educators who are interested in working with Kindergarten age students who need additional support on mastering the Kindergarten standards. These educators come from various cultural backgrounds with some previous exposure and knowledge of early elementary education and different learning theories. These teachers work in the LAUSD school district and have been teaching for numerous years. They bring with them the skills, knowledge, and ability to teach in the Kindergarten classroom and are willing to try another method of helping their students achieve mastery of the Kindergarten standards. The teachers at my school site who examined the

program and would most likely be the first to try to it have been teaching for about 10-15 years; most of which were spent in either a Kindergarten or first grade classroom. Each classroom is provided with a teacher assistant for at least an hour a day, however the teacher assistant does not have to be present in order for peer tutoring sessions to occur. The teacher may wish to have another adult in the room at the beginning of the program to ensure that students are correctly participating in peer tutoring sessions.

This guide is also geared towards helping the typical Kindergartener who would be found in an Eastern San Fernando Valley elementary school part of the Los Angeles Unified School District (LAUSD). These Kindergarteners who come into the planned classroom have limited exposure to school; most often they have not attended preschool. Their limited English vocabulary is often due to the fact that both parents predominately speak another language. These students are often four or five years old, with this Kindergarten classroom being the first classroom experience of their life. Their oral vocabulary is limited; Magnuson, Meyers, Ruhm and Walkdfogel (2004) states that lower income students enter Kindergarten with half the number of words that middle to upper income students enter with. A number of factors explain the dramatic difference including the native language found in their homes. Another factor that limits their oral vocabulary is the fact that many of the students' homes are low income households. Farkes and Beron (2004) have theorized that low income households have less oral interactions between caregiver and child and that their interactions are not the extensive with various words. The lower income households also have less to limited exposure to museums, libraries, and educational opportunities where unique vocabulary words are introduced and discussed. Even with these setbacks most parents try and want their children to do well in school, they take parenting and English classes on campus as well as participate in school events.

Prerequisite skills and knowledge. Teachers should have the knowledge and ability to manage a Kindergarten classroom. Teachers who already have a collaborative and encouraging learning environment established will have an easier transition to this program. In order to deliver this program, a teacher needs to be willing and able to have students work in pairs with an increase amount of monitoring. Teachers also should be able to set aside twenty minutes three to four times a week for this program to succeed. Teachers should have basic knowledge about teaching and learning styles, as well as about the behavior and attention span of Kindergarten students. This guide is best suited for teachers and students who prefer to work with a partner and value collaborative learning.

Design. The next phase in the ADDIE process is the design phase. In this phase, I decided on the materials, lessons, and content that needed to be covered, the different goals to be achieved when the program is in effect, as well how these goals can be reached. The selected format was one that was chosen to be most user friendly.

The targeted population is Kindergarten teachers who teach within the Los Angeles Unified School District. The teacher's guide is a spiral bond book about 10 inches by 6 inches. It includes an easy-to-use table of contents which lists the chapters. The guide includes the following sections: Introduction, Planning a Peer Tutoring Program, Training Peer Tutors, Peer Tutoring in Action, Assessment and Evaluation, Teacher FAQ, and Teacher Resources. There are plenty of examples that assist teachers in understanding and grasping the important components and tweaking the lessons so that they fit their own teaching style and classroom management already in place. Teacher resources are included in the back which have sample pages that students can use during peer tutoring sessions as well as progress monitoring resources.

Development. The third stage of the ADDIE model, is the development phase in which I put my design features discussed above into action. In this stage, I developed the lessons, chapters, resources, and gathered materials needed. Some of the different instructional and motivational techniques within the areas of attention, comprehension, memory, motivation, and diversity on which *FUNDamentals First: A Guide for Kindergarten Teachers Using Peer Tutoring in Their Classroom* are described below.

Attention.

Objectives. The objectives are stated in several parts in the beginning of the guide including the introduction. By clearly stating the objectives, educators are able to know if this guide is something that will help them achieve what they feel is lacking in their education and classroom environment.

Relevance. Students find this program relevant as it reviews skills and standards that are normally taught in the classroom. Students and teachers find the information covered in the guide to be valuable as it applies to basic foundation for all future learning and functioning as an active member of society. Teachers find the material presented in the guide relevant based on the state standards that it addresses. In addition to the traditional language arts standards, English Language Learners (ELL) has an opportunity to practice listening and speaking standards. These standards appear both in the introduction and overview of peer tutoring as well as in the planning part of the guide:

- 1.0 Word Analysis: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.
- 1.0 Written and Oral English Language Conventions- Students write and speak with a command of Standard English conventions.

- 1.0 Listening and Speaking- Students listen and respond to oral communication. They speak in clear and coherent sentences.

Accountability. FUNDamentals First: A Guide for Kindergarten Teachers Using Peer Tutoring in Their Classroom has multiple levels of accountability. These different levels are explained and described in the assessment and monitoring section of the guide. In the monitoring section, teachers have a description on how to monitor and assess students' growth. This guide directs how the students are responsible for their own learning as described in the planning stage of the guide. Partners are expected to monitor each others progress by using the self check answers on the back of the tutoring materials and providing assistance or feedback as appropriate.

Modality. Collaborative learning is a type of learning that is very interactive and uses a lot of different modalities. Some of these benefits are described in the introduction section of *FUNDamentals First: A Guide for Kindergarten Teachers Using Peer Tutoring in Their Classroom*. It explains how peer tutoring is a program that encourages different types of learning. It visually stimulates learning as students need to look at what is being presented through pictures and other visuals. Students also have to listen carefully to what is being asked of them and to what their partner's response is to questions asked. The students are also using many different senses during tutoring sessions- sight is needed to see the difference in pictures, touching is used to show that they can identify what they are looking for, hearing is present as they need to listen to what their partner says and if it is correct.

Comprehension

Chunking and Organizing. At the end of each major section of the guide there is a quick overview of what the section covered. For example, in the assessment and evaluation part, there

is a short list of the different types of measurements that could be used as well as the page number that a more in-depth description can be found.

Cues and Visuals. ***FUNdamentals First: A Guide for Kindergarten Teachers Using Peer Tutoring in Their Classroom*** has several sample examples throughout the guide as well as in the resource section. There are also photographs of students working in the classroom as well as how I organized my own materials. Providing photographs gives educators another look into how they could organize and set up their own peer tutoring system in the most effective way for their own classroom.

Generations. My product will have teachers prepare and make a chart that ranks their students. A sample ranking page will be enclosed in the guide so teachers could use it or make their own ranking sheet. The directions will be given in the planning stage where it is discussed how to begin peer tutoring in the classroom. Teachers then rank their students on the selected targeted skill by creating a chart with their name and correct score based on a pre-assessment. I found it more convenient to use excel to create this chart that way I could easily sort the data with a click of a button. However a sheet of paper with four columns drawn on it will work just as well. The students are then ranked from lowest to highest. That allows for the highest ranking in group 1 (#1-11) and the highest ranking in group 2 (12-22), numbers 1 and 12, to be paired as well as the lowest scored in group 1 and group 2, numbers 11 and 22 are paired and so forth.

Creations. Since there are a number of sample lessons presented in the guide, teachers are expected to create some of their own materials or use what they presently have. In the planning section of the guide, directions on how to incorporate what teachers already have into use are explained. As a fellow Kindergarten teacher in the LAUSD district, I have been able to use

district adopted resources in peer tutoring sessions. For example, the use of reading and writing workbooks pages from the Open Court Resources (OCR) reading program for additional practice. By inserting these pages into sleeve protector and a dry erase marker, the sheet could be used in multiple tutoring sessions without much teacher prep. Also in the planning section of the guide, the state standards are listed, under key standards there is a list of possible resources that could be used. There is also room for the teacher to write down their own resources to address that standard.

Memory

Practice. In the planning section of the guide, the expectations about the amount of time that peer tutoring should occur in the classroom is stated. Peer tutoring sessions should occur 3-4 times a week for at least 20 minutes. During this time both students in the pair are to practice the selected skills with assistance when needed until the tutee can complete the task independently with 80% accuracy. This fact is stated in the monitoring section, when this goal is achieved harder material should be given to the student pair.

Organizers. Through the use of repeating, students should have an easier time remembering the facts. In the planning section of the guide there is a description of the procedures for a lesson that have students say the first sound of the picture. The tutor will have a stack of flashcards with the picture on one side of the card and the letters that make up that picture on the other side. The first step during this session has the tutor showing the tutee the picture card and tells them the sounds in the picture and then what the word is. After going through the multiple cards in the stack the tutor holds up the picture card and the tutee must say the initial sound of the picture correctly. If the tutee gets it correct, the tutor says correct the first sound is _____. If they say the incorrect sound, the tutor says “the first sound is _____ the sounds are __, __, __” and the tutee repeats

the correct sounds and word. By repeating these sounds and words along with looking at the picture, the tutee should begin to quickly identify the initial sound with more accuracy which will carry this knowledge over to the next level of mastery which is reading and writing the initial sound and letter.

Motivation

Motivation levels. There is a high level of motivation to complete this program both from the teachers as well as the students. Teachers are motivated to see the results of the program and have their students practice skills that are lacking in an established learning environment. Students are motivated to participate in this program as they are working with a peer and have a choice in the materials used.

Variety. Teachers will want to use this program in their classroom because it can increase the knowledge of their students in a more efficient way. Teachers are able to use a variety of different materials, both examples provided in the guide as well as the teacher's own materials. Peer tutoring will only be as successful as the teacher plans for it to be. Teachers will be encouraged to use any and all materials that he/she may already have ready for partner work. By using a variety of resources, the students continue to want to participate and enjoy working with their peers. During each peer tutoring session, students use and choose which materials they are going to utilize. The materials which are chosen by the teacher based on the level that each student is currently working on should remain accessible to the partners.

The freedom that peer tutoring brings to the classroom is that not all the work needs to be in the traditional format of paper and pencil. Tutoring sessions can have students tracing the shape of the letter with string then going over with their fingers. By adding the kinesthetic level of

learning, many students will choose this method over repeating writing the letter over on paper. Another tutoring session could have students stamping out their letters or words on index cards. By isolating the letter, looking for it among the different stamps, then stamping it correctly on the card will challenge the student much more than just writing the letter or matching it on a sheet of paper. The many hands on activities that can occur in peer tutoring sessions challenge students in a preferred activity.

Recognition. The guide emphasized and recognized the most important parts of each section in the frequently asked question (FAQ) section of the guide. The information that is included in this section is straight to the point material that teachers need to know about peer tutoring. The answer to the stated question is a few brief sentences. In addition, the response includes the page number and chapter where this information can be further explained if the teacher still has questions.

Diversity. Peer tutoring allows and encourages students of different abilities and skills to work together. Based on this theory, the program is very open to many different types of learners. These benefits are found in multiple places in the book including the introduction where the benefits of peer tutoring are listed as well as in the planning stage of the guide. In the introduction portion of the guide under the section- Benefits of Peer Tutoring, there are several benefits for English Language Learners, special needs students, as well as gifted students.

Implementation. This fourth step of the ADDIE model is to have the product reviewed by experts in different fields of study. Three veteran Kindergarten teachers who have taught more than four years examined the guide, gave feedback and discussed the features that they felt would be most beneficial as well as features that would be most challenging. The guide was also

presented to a number of graduate students made up of educators, parents, special educators and students who provided feedback and suggestions.

Evaluation. The final phase of the ADDIE model is to evaluate the product. Throughout the entire design and implementation process I evaluated the effectiveness of my product. This type of evaluation is ongoing and checked to see if the product met the designed goals and objectives. After the product was developed I had experts examine it to ensure that it achieved everything that I set out to and if they have any suggestions on how to make my product enhanced. These specialists were from the field of education and psychology, learner specialists, and pedagogical experts.

Environment and Equipment

Environment. This program is best used in a classroom with plenty of space for students to work with their partner without being too close to other pairs. For example, pairs need to be at least 2 feet away from each other to limit distractions. This can be done by having students work at opposite ends of desks or spread out throughout the room. The atmosphere needs to be one where students are encouraged to take risks and to help each other; students know that they are responsible for their own learning and are comfortable enough to accept assistance from peers. The teacher needs to be able to hand off some teaching to students and closely monitor students while they are working with their partner. In addition, they need to ensure that they will follow the program so that students know expectations, time limits, and procedures. Materials that are needed are listed in the guide; such items include individual white boards, photocopied matching tiles, writing utensils, paper, timer, sound- spelling mats, etc.

Project Outline

Below is an outline of the content and the activities covered by *FUNDamentals First: A Guide for Kindergarten Teachers*.

Foreword

For the Reader

1. Introduction

- 1.1. Defining Peer Tutoring
- 1.2. Classifying Peer Tutoring Programs

2. Peer Tutoring Program

- 2.1. Defining the program
- 2.2. Planning the program
- 2.3. Starting the program
- 2.4. Training the peer tutors
- 2.5. Monitoring the program
- 2.6. Assessing the progress

3. Teacher Resources

- 3.1. Developing Activity Sheets
- 3.2. Utilizing Progress/ Assessment Forms
- 3.3. Additional Resources

Bibliography

Chapter Three described the development of the product, *FUNDamentals First: A Peer Tutoring Guide for Kindergarten Teachers*, based on the ADDIE Model, identified the intended audience, and discussed implementation factors. Chapter Four will present a description of the developed product. Since the product is a guide, the intended pages will be provided in the appendices.

Chapter Four

Product

Description of the Product

FUNdamentals First: A Peer Tutoring Guide for Kindergarten Teachers is an instructional guide that is divided into four sections: Introduction, Peer Tutoring Program, Frequently Asked Questions, and Teacher Resources. In the introduction section, peer tutoring is defined as well as an overview of different tutoring programs currently being used. In the Peer Tutoring Program section, there are several subsections which describe the process of implementing peer tutoring from the start to evaluating the program. The third section, teacher frequently asked questions, contains questions and answers that may arise while the students are participating in peer tutoring. The brief answers are to the point to ensure that teachers find their answers quickly and without much difficulty. In addition to the response, the answer refer the teacher to a page number where more information can be found. The fourth section, Teacher Resources, includes the materials needed for student peer tutoring sessions and progress monitoring sheets as well as additional resources.

Physical Description

The *FUNdamentals First: A Peer Tutoring Guide for Kindergarten Teachers* guide is 8 ½ by 11 inches and spiral bound. Each of the 4 sections is divided by a cardstock sheet of paper and includes the title of that section as well as the different components. . The actual product can be found in Appendix B.

Chapter Five

Evaluation

Summary

Chapters One through Four discussed the different components of **FUNDamentals First: A Peer Tutoring Guide for Kindergarten Teachers** as it introduced peer tutoring, educational research supporting the notion, and explained how to implement the program in a Kindergarten classroom. Chapter One stated the need of developing a guide for Kindergarten teachers as there is currently not one available on the market. Chapter Two reviewed relevant studies on peer tutoring and presented research on different peer tutoring programs and the unique aspects of current programs that would be most efficient in a Kindergarten peer tutoring program. Chapter Three discussed the development and design of the product. Finally, Chapter Four gave a description of the completed product, and chapter five will discuss the formative and summative evaluation of the product, as well as future intended work.

Formative Evaluation

Throughout the entire design and implementation process I evaluated the effectiveness of my product. This type of evaluation was ongoing and checked to see if the product was meeting the designed goals and objectives. One such instance was after the design phase I met with my design team, members of a graduate course with various educational backgrounds to evaluate whether the product met all of the goals that were set. Answers to these questions were examined: Does the instructional goal match the problem identified in the needs assessment? Does the content and context analysis match the target audience's abilities and needs? Does the

task analysis include all the prerequisite skills? Are the materials directly related to the objectives? Are sufficient practice and rehearsal activities included? Is the pedagogy consistent with current instructional theory? The researchers commented that the product had a need based on the research performed. After the discussion, I focused in on one part of the Kindergarten curriculum- phonemic awareness.

After the product was created and before it goes out to the public, I had experts examine the product to ensure that it achieved everything that I set out to and if there were any suggestions on how to make my product better. Specialists that were included were from the field of education, psychology, learning, and pedagogical experts. On top of making suggestions on how to improve the product they also answered these questions: Is the content accurate and up-to-date? Does the product present a consistent and established perspective? Are activities, examples, and feedback realistic, understandable, appropriate, and accurate? Is the instruction appropriate for the target audience? A concern that was brought up was the ability of students to recognize certain pictures and the desired sound. For example, I had a picture of a boat for the ending sound of /t/. Someone in my graduate level course mentioned that a student may call it a ship instead of a boat which would cause confusion for their partner. Based on this suggestion I reexamined my pictures and tried to eliminate any that could have another name associated with them.

Another group of experts that recently examined the guide was a group of Kindergarten teachers at my school site. After they looked through the different components of the guide they were asked to fill out a survey. A sample of the survey can be found as Appendix A. Questions were asked of them to elicit their thoughts regarding the difficulties, success, and ease of having this program in their classrooms. They were also asked what they would change or would benefit

from if something could be added to the guide. The selected teachers felt that the program would benefit and help students who had difficulty with regular instruction. They commented that the consonant reinforcement by a peer would keep the partner focused and motivated to answer more correct the following sessions. A concern that was presented included the amount of time, a teacher commented that she already felt she didn't have enough time to get to everything she needed to and wouldn't be able to have sessions three times a week for twenty minutes. After reviewing the comments made on the survey, I included a comment that sessions could be used during independent work time (IWT) or first thing in the morning while students are arriving.

Summative Evaluation

There are a couple different ways that my project will be further evaluated after it has exposure in actual Kindergarten classrooms. One would be to set up an study that would compare data collected from peer tutoring classrooms with traditional classrooms. Before the implementation of *FUNDamentals First: A Peer Tutoring Guide for Kindergarten Teachers*, a pretest assessment would be given to both the control classroom (using traditional material) and the peer tutoring classroom. This data would be recorded and saved. After a determined amount of time, during and post assessments would be administered and the results analyzed. If the average achievement was significantly higher in the peer tutoring classroom than the traditional classroom, researchers can conclude that peer tutoring has a positive effect on those students ability to master standards.

Future Work

This section discusses ideas for future additions to *FUNDamentals First: A Peer Tutoring Guide for Kindergarten Teachers*.

Additional Standards Addressed. One way to enhance the guide is to create additional lessons that address additional standards. The majority of sample lessons found in the guide focus on phonemic awareness, a skill that have students match or say different sounds in words or pictures. The resources are leveled based on ability so that as a student reaches the goal of 80% accuracy they move onto harder material. In addition to harder material within that standard, additional sections which could be sold separately can be created that addresses more challenging standards. For example, instead of focusing on the sounds which a majority of phonemic awareness lessons do, by creating phonics lessons students will could be required to write and read to represent the sounds in another way rather than verbally.

Additional Editions. Another extension that can occur with *FUNDamentals First: A Peer Tutoring Guide for Kindergarten Teachers* is to have additional editions that address standards of other grade levels. Many teachers change grades throughout their career therefore by having materials and resources available for teachers to use while keeping the same format will make the transition easier. By having other editions, teachers who stay in the same grade level will also benefit. Each grade level's standards usually increase with difficulty. Therefore if a second grade student is struggling with a certain standard, the teacher can use the resources found in the first or Kindergarten edition to support that student in what they are lacking. In comparison, if a second grade student is succeeding and mastering all of the targeted standards, the teacher could pull resources from the third or fourth grade edition so that the student is still being challenged.

Website. A third extension of *FUNDamentals First: A Peer Tutoring Guide for Kindergarten Teachers* is to design a website that correlates to the guide. On this website, teachers will be able to log on and view additional resources that could be used in their classroom. There will also be a forum where teachers can log on to share their own experiences, struggles, and success. In addition, I would like to include short video clips that are either filmed by myself or submitted by teachers to show peer tutoring in action.

Video Clips. In addition to the video clips that would appear on the website, I would like to include a CD-Rom in the book with video clips of peer tutoring sessions with descriptions and audio feedback about what viewers are witnessing. For example, one short video clip would show a peer tutoring session with a voice over that explains what the students are doing and the rationale behind it. By showing these clips, teachers will have an additional resource available to them if questions arise after reading the guide. In addition to helping the teacher with planning and understanding the program the video clips could also be used with the students. By having them watch a clip, the teacher can reflect on what was seen and the appropriate responses and interactions between the students. This will provide another instructional tool for teachers to use to help students understand the process. There could also be clips that show incorrect peer tutoring sessions between students. These clips could be shown to the students who must decide what was wrong in the video and what the students should do differently.

Future Implementation of the Project

In the near future, *FUNDamentals First: A Peer Tutoring Guide for Kindergarten Teachers* will become available to Kindergarten teachers. This can be done by photocopying the existing guide and handing it out to fellow teachers at my school site. I would also like to present

my guide, philosophy, and future research at the Southern California Kindergarten Conference which occurs every February to reach a larger population. Teachers at the conference will be given the opportunity to purchase the guide. Further expansion will include marketing the guide to publishing companies, educational material companies, school districts, individual schools, as well as teachers.

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Appendix A: Kindergarten Teacher Survey

Survey of *FUNDamentals First: A Peer Tutoring Guide for Kindergarten Teachers*

1. Please described the number of years you have taught and the number of years in Kindergarten.

2. Please examine and score *FUNDamentals First: A Peer Tutoring Guide for Kindergarten Teachers* based on:

	Poor	Fair	OK	Good	Excellent
Organization					
Material Presented					
Physical Design					
Overall Appeal					
Durability					

3. Would you use this in your classroom? Why or Why not?

4. What part of the program looks most beneficial? Why?

5. What part of the program would be most challenging? Why?

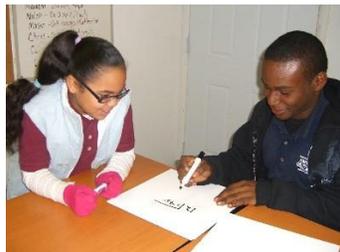
6. Please include suggestions or comments here.

A TEACHER'S RESOURCE GUIDE



FUNdamentals First:

A Guide for
Kindergarten Teachers Using
Peer Tutoring in the Classroom



BY: SHELBY MENDOZA

A TEACHER'S RESOURCE GUIDE

FUNdamentals

First:

A Guide for

Kindergarten Teachers Using Peer Tutoring in the Classroom

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For the Reader

Welcome to ***FUNdamentals First: A Guide for Kindergarten Teachers using Peer Tutoring in the Classroom!*** This guide gives you all the information you need to start up a peer tutoring program in your Kindergarten classroom. In the introduction section, peer tutoring programs are discussed with evidence provided through research studies that were performed. There are many benefits to using such a program in your classroom such as additional practice time for mastering grade level skills, individualized and leveled practice based on incoming skills, as well as the opportunity to work with a partner while learning in a structured organized cooperative group. In addition, struggling students will have one-on-one assistance on completing activities through the use of a peer tutor.

The second section provides guidance on how to start, monitor, and assess the peer tutoring program in your classroom. Any reference to material can be found in the third section which contains assessment, progress monitoring, and ranking sheets. You will also find reproducible sheets that will be used in the tutoring sessions. Hopefully after using this guide, you too will see the benefits of peer tutoring through the success and mastering of standards by all of your students.

How to Use this Guide:

- The guide is made up of three sections: Introduction (overview of peer tutoring), The Peer Tutoring Program, and Resources.
- The first section provides a brief overview of current peer tutoring programs being used in classrooms. Each program's main components are listed as well, a study based on the selected tutoring style, along with further reading suggestions.
- If you follow the tips and guidelines in the second section, you can successfully start, maintain, and assess a Peer Tutoring program in your own Kindergarten classroom.
- The third section contains the resources that are needed to implement the lessons described in the second section.

Section One:

Introduction

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Introduction

“All I really needed to know I learned in Kindergarten.”

-Robert Fulghum

Is it true that all one really needs to know was learned in Kindergarten? Kindergarten, the first school experience for many students, is a time to ensure that the basic skills are introduced and mastered. If these skills are not mastered, students will struggle their entire school career. Juel (1988) completed a longitudinal study on a group of students as they moved from first to fourth grade. The researcher found that the twenty five out of the twenty nine students that ranked in the bottom 25% in first grade were still in the bottom 25% when they reached fourth grade. The results indicated that if a child was classified as a poor reader in first grade, he or she would have an 88% chance of remaining a poor reader throughout their school career (1988). In addition, Westbrook (2011) found that the struggling English Language Learners at the beginning of Kindergarten often remained struggling through the end of first grade. One of the best ways to stop the cycle of failure is to provide small group or one on one instruction. One realistic and proven way is to use peer tutoring in the classroom. This strategy involves students ‘teaching’ each other different concepts while furthering their understanding of the material.

There are several different types of peer tutoring programs currently being used, these include- Peer Assisted Learning Group (PALS), Classwide Peer Tutoring (CWPT) and Classroom Student Teaching Teams (CSTT). Each program has different traits and components that make them unique of each other. In this guide the different components will be combined to create the most efficient program for a Kindergarten classroom.

This guide will be a one stop resource for Kindergarten teachers who want to challenge and support their students in a collaborative environment. There are several parts to this guide, the first part provides an overview of current peer tutoring programs and the research found behind it, the second part will describe, demonstrate, and guide teachers on how to set up the program in their classroom. The third section will include all the resources needed for the teachers to use while the program is being used.

Peer Tutoring Defined

Merriam-Webster defines a tutor as someone who teaches or guides usually individually in a special subject or for a particular purpose. A peer tutor would be a tutor near or at the same age as the tutee, the person receiving the additional support. In this guide, the peer tutor and tutee will be from the same classroom; therefore a single teacher would be able to implement this program without disrupting or needing assistance from other classrooms.

With the current budget crisis in California, classroom sizes continue to rise. In the 2008-2009 school year, the ideal capacity of a Los Angeles Unified School District (LAUSD) Kindergarten classroom was 20. The following year the number increased by four to 24 students per teacher. This past year the proposed number went to 29, lowered back down to 24 only because of furlough days and emergency state money. Along with these numbers increasing, the budget for Teacher Assistants has decreased. Therefore many of these classrooms that once had a teacher and an Assistant for the majority of the day are now left only with a teacher and even more students than before. The present hardship for teachers is how can they support and challenge all students with the many different levels and different school experiences found in their classrooms. The answer for this challenge can be found through the use of a peer tutoring program. The designed program as described in this guide encourages students to help each other master grade level standards in a structured and supportive environment where all students are being challenged and assisted as needed.

Below is a list of benefits for using peer tutoring in the classroom broken between classroom benefits as well as student benefits.

The Benefits of Using a Peer Tutoring Program in Your Classroom

Classroom Effects

- Peer tutoring is a program that encourages different types of learning. It visually stimulates learning as students need to look at what is being presented, at the beginning of the program much of what they see is pictures and other visuals. Students also have to listen carefully to what is being asked of them and to what their partner's response to questions. The students are also using many different senses during tutoring sessions- sight is needed to see the difference in pictures, touching to show that they can identify what they are looking for, hearing to hear what their partner says and if it is correct.
- Numerous studies have been preformed showing the benefits that peer tutoring has on learners with a special need. These learners excel with peer tutoring as each session provides one on one assistance from a peer. The availability of scaffolding allows for students to put into practice material higher than their independent level.
- The individualism of each peer tutoring session allows for materials to be adjusted for each learner. As students' progress and material becomes easier, harder material will be available for students in the following tutoring session. The flexibility of this program allows for all learners to be challenged and succeed in learning.

Student Effects

- Students will ask to participate in this program once they have been introduced to it. They will find the partner work enjoyable and fun; after the first few sessions students will be able to choose which materials they use when working during the tutoring session.
- English Language Learners (ELL) will benefit from this type of learning as they are being provided with additional practice and support of grade level standards. The sample lessons that are included in this guide provide an additional level of support for ELLs with the visual pictures and cues provided by their peer partner.

Standards Addressed

- 1.0 Word Analysis: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

- 1.0 Written and Oral English Language Conventions- Students write and speak with a command of Standard English conventions.

- 1.0 Listening and Speaking- Students listen and respond to oral communication. They speak in clear and coherent sentences. “

Types of Peer Tutoring Programs

This section describes three different peer tutoring programs currently being used as well as how this guide will incorporate the different components of each in creating an ideal program for the Kindergarten classroom.

Peer Assisted Learning Strategies (PALS)

According to Fuchs, Fuchs, Mathes and Simmons (1997), Peer Assisted Learning Strategies (PALS) is a program where students participate in a routine that incorporates established pairing of students and activities. Students in the class are ranked by skill and then divided in half. They are then paired so that the highest ranking student in the first group is paired with the highest ranking in the second group and so on. Teachers are then able to change pairings if they feel that the pair is socially incompatible. The designated pair of students would remain partners for the next four weeks when the re-ranking and regrouping would occur. Both students would take turns being tutored as well as tutoring their fellow partner following the established procedure (1997).

For further research and studies that focus on PALS peer tutoring in the classroom please see the following research articles. Sáenz, Fuchs, & Fuchs (2005) researched PALS under different settings and groups of students, particularly with reading. Calhoun, Al Otaiba, Greenberg, King, & Avalos (2006),

studied the effect of PALS tutoring on Hispanic first graders in a New Mexico border town as they received intervention three times a week. Their focus was on sounding out and reading three to four letter words.

Classwide Peer Tutoring (CWPT)

Another type of peer tutoring known as classwide peer tutoring (CWPT) was developed by Kamps, Greenwood, Arreaga-Mayer, Veerkamp, Utley, Tapia, et al. (2008). In this program, students work in pairs to increase the amount of academic responses to different topics presented in the classroom as well as being placed in a structured format to practice their social skills. The classroom that incorporates CWPT conducts weekly or biweekly quizzes to assess the amount of knowledge each child has gained and to ensure that there is progress; these quizzes are then used to make or change the pairing of the students. As an additional form of motivation, students receive points for being on task as well as praising and correcting their partner's mistake during the tutoring session. These points are then tabulated and students can trade them in for prizes and awards

There are numerous studies that show that CWPT has a positive affect in elementary classroom as it provides immediate feedback from a peer as well as provides students a method to self monitor their progress as they increase the number of opportunities in the classroom to actively learn. Kamps, Barbeta, Leonard, & Delquadri (1994) examined the effects of classwide peer tutoring

(CWPT) on reading scores in three different first grade classrooms as well as the social interaction between Autistic students during free choice time. The reading rate of thirteen out of fourteen students increased by more than twenty words per minute, with the one student whose score did not increase still reading above grade level. There was also an increase in the mean amount of interaction among students during free choice time increasing from 27 seconds to 175 seconds. In another study performed by Ward, & Ayvazo (2006) CWPT and its affect on autistic children were examined during a physical education class where the skill of catching was being taught. The selected skill for each day was demonstrated by the teacher and then the pair of students was given time to practice together using CWPT strategies. The data collected shows that all the students caught more balls during the days that CWPT was used compared to the days of whole class instruction; the students were also more actively involved in their learning.

Classroom Student Teaching Teams (CSTT)

Another method of peer tutoring introduced by Greenwood, Delquadri and Hall (1989) is known as classwide student study team (CSTT), which incorporates the classwide peer tutoring (CWPT) and team-games-tournament (TGT). This program has a pair of students work together as tutor and tutee on a class wide basis. The pairing was created by the teacher and the structure of interactions between the two were highly controlled and explained by the

teacher. Each pair competed against one to two other class teams. Tutees earned points after responding to tasks given to them by tutors; the winning team was the team that had the highest daily and weekly points. According to Greenwood et al.(1989), there are eight different components of the CSTT method: content material being presented, new partners each week, partner-pairing strategies, competing teams for the highest point total, individual tutees point total, tutors provide immediate correction, public posting of individual and team scores, as well a social reward for the winning team.

Maheady, Sacca, & Harper (1987) described a study that was conducted on three ninth and tenth grade math classes. The study examined the effect of CSST on students by having them work daily on math problems together. At the end of week, students individually took a quiz to measure understanding. These quizzes showed that CSST classrooms outperformed the traditional math classes. The average score on the weekly quiz rose from 62% to 81%; the rate of failure on the quiz dropped from 41% to 5%.

Kindergarten Peer Tutoring

Peer tutoring can easily be implemented in a Kindergarten classroom. Many students are already used to some of the tutoring session strategies as they use LAUSD strategy known as think-pair-shares (TPS). Students already use the format of asking each other questions and listening for a response. They practice taking turns, listening to each other, and questioning what each other are saying. TPS can actively be included in just about any lesson, including thinking of all the beginning /b/ sound, explaining to each other how to figure out an addition problem, sharing their reaction to a story, or making prediction to each other about a science experiment. By relating peer tutoring to think pair shares- a strategy already in effect in classrooms, teachers will be able to focus on the material and procedures of tutoring sessions rather than cooperative learning behavior.

Out of the different studies that were researched and peer tutoring programs already in practice the one that could easily be adapted to a Kindergarten classroom would be the PALS program described above. Calhoon (2006) noted that Kindergarten students could practice letter names, sounds, and high frequency words to help build fluency. Particularly in the beginning part of Kindergarten these skills are still developing and must be acquired before independent reading and writing can be instructed.

In the following section of the guide, directions will be given on how to set up and facilitate peer tutoring in the classroom. The first step after selecting a targeted skill would be to divide the class in half based on current knowledge and group them so that the highest student from the top half and the top student from the bottom half of the class are paired and so on till the lowest student in both halves are partnered. Then students would practice 10- 15 minutes each day focusing on the selected skill. The pair would be in competition with themselves, for example on Monday they were able to correctly identify 30 letters and sounds, their new goal would be to try to get 35 words on Tuesday, 40 on Wednesday, e.g. until a determined goal is met. This method would work great in a Kindergarten class as it reinforces the sounds and letters that are already learned and provide additional time and practice to master the rest. Throughout the weeks, the teacher will be monitoring and assessing tutoring sessions and individual students. As students progress and master skills harder material will be given and new partners can be switched to continue challenging and reinforcing the fundamental skills of Kindergarten.

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Section Two

Peer Tutoring Program

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Defining the Program

In the previous section, several different peer tutoring programs were explained in detail. I took different aspects of the programs and combined them to create the **Kindergarten Peer Tutoring Program**. Listed below are some of its major components.

Sequence of the Program

1. Teacher models interaction between partners
2. Selected partners will demonstrate appropriate interactions in front of teacher and class
3. Teacher will assess standard and rank students
4. Students are grouped based on their ranking and teacher judgment
5. Materials are introduced partners beginning tutoring sessions
6. Sessions happen two to three times a week
7. Teacher monitors sessions
8. Students are reassessed every other week and materials/standards are adjusted as knowledge increases
9. Repeat Process

Planning the Program

This program works best when there is a range of abilities in the classroom. The resources located in the back of this guide focus on the Word Analysis Standard 1.6- Students will recognize all uppercase and lowercase letters of the alphabet as well as Decoding and Word Recognition 1.14- Students will match all consonant and short-vowel sounds to appropriate letters.

These lessons will be most beneficial in the months of October through December after the teacher has formally introduced letters and had time to assess student knowledge. Students will also benefit during these months as most students will know the routines and procedures that were taught in September. Students should be able to name and say all the letters of the alphabet by December. The resources provided will help students achieve this goal.

After the majority of students have mastered this standard, teachers may wish to continue tutoring sessions addressing more difficult related standards. For example, students could use the same resources however now they will be asked to write down the sounds they hear or see in the picture. The difference between phonemic awareness and phonics is the written component. Phonemic awareness does not include any written writing therefore it is a skill that must be worked on before written phonics based standards can be worked on.

Classroom Environment

The number of groups is always half the number of students in the classroom. For instance, if you have twenty-four students, you will have twelve groups. For best results, the pairs should be spread out throughout the classroom. In the next sections, you will learn how to start the program as well as how to train the pairs to work together.

Most pairs should be working at a desk or a flat area. Groups that need to a little bit more structure should be placed in the middle of the classroom at a desk the teacher would constantly be walking past as she/he circulates the room. Well-behaved pairs can work on a carpeted area as long as they are able to complete selected activities.

Starting the Program

To begin the tutoring program, the first step is to assess and rank the students based on known knowledge. The teacher will use Test A, found in the resources section in the back of this guide. In this assessment, the students are to identify the sound each letter makes. Since there are fifty-two letters total, the teacher will write down the number correct the student got. As students complete the assessment the teacher will write down their name and score on Assessment Sheet 1.

After all students have been assessed the teacher will rank the students from “most correct” to “least correct” using ranking sheet 1 or 2 (teacher’s preference). By ranking the students this way, pairs will be more balanced so that the highest student in either half will work together and the lowest student in either half will be paired. This allows for the students to be challenged without the enormous gap that would be present if the highest student in the class was paired with the lowest student in the class.

Once all students have been ranked students’ pair partner will be the student on the same row. For example student 1 and student 13 will be partners, student 2 and student 14 will be partners, etc. If a pair of students will not work well with each other the teacher has the ability to switch partners.

Quick Steps to Starting the Peer Tutoring Program

1. Assess Students
2. Rank Students
3. Partner Students (make changes as needed)
4. Proceed to Training the Tutors

Training the Tutors

All students need to be trained as tutors. In this program students are able to tutor each other regardless of their level. Lower students are able to use the self check answers on the back of resources to ensure or guide their higher leveled partner. Teaching of the routine needs to be done before pairs are distributed; this can be done by having the teacher and a fellow student or teacher assistant pretend to be a pair. During this demonstration, the teacher needs to talk through the routine by using positive talk, describe how to give feedback and praise, as well as expectations of what needs to be completed during each session. Each of the above components is described in detail below.

Routine

Tutoring sessions should take place two to three times a week. Each session should begin the same way and the procedure between the two students is the same regardless of the materials or standard being addressed. The typical routine will be described using the reproducible cards found in the back of this guide (resources a, b, and c.)

The tutee is working on identifying the beginning sounds found in the pictures, they are working only on sounds b-m, mostly consonants. The tutor will choose ten picture cards. Depending on the ease and previous exposure to the pictures the tutor can either immediately show the tutee the picture, the tutee will

then be have to identify the beginning sound. If the tutee has not seen the pictures or had a lot of difficulty last tutoring session, the tutor will go through the pictures by stating what the picture is and then the initial sound. The tutee is suppose to say the sound, if she/he does not the tutor will redirect to the correct response. For example, if the picture card is that of a car and the tutee responses incorrectly, the tutor will say “No this is the picture of a car, car begins with /c/.” The tutee will then need to say that sentence three times- “This is a picture of a car that starts with /c/.” That picture card will be put at the back of the stack to go over. If the tutee correctly identifies the initial sound the tutor will say, “Correct car begins with /c/ good job.” That card would then be placed in a separate pile of correct responses. If after all cards are done and the tutee correctly identifies the previous missed cards, that card can still be placed in the correct pile if they identify the initial sound the second time through.

After the tutee and tutor have gone through the ten selected pictures and either reviewed, corrected, or stated the initial sound, their roles need to be switched. In this given scenario, the second partner is working on the final sound in pictures, a slightly more advanced skill. The same routine will happen again, the new tutor will choose ten picture cards. The tutor will then state the picture and final sound if needed or will proceed to have the tutee identify the final sound. As describe above, if the tutee incorrectly identifies the sound or is unable to name it, the tutor will give the tutee the answer and the tutee will have to

repeat the correct response three times. If the response is correct, the picture card will be placed in the correct pile until all cards have been gone through.

Each tutoring session would consist of both the tutor and tutee practicing the sounds as well as reversing roles. The constant change up will encourage the pair to work together. This will also help the tutee's self esteem as they are not only receiving assistances but also helping the higher ability student complete their own work.

Positive Talk

All communication between the tutor and tutee should be positive and reinforce a learning environment where students can take chances without the fear of failure. Since positive talk is one in which students should be using throughout the day, instruction in this area can and should be reinforced throughout the entire school day.

A chart, similar to additional resource 1 found in the back of the guide, can be posted in the classroom for students to refer to for correct interactions. Here are just a few expressions that students should know how and when to say:

- Nice job
- You tried your best
- Keep going, you are almost there
- I know you can do it, think about it
- Not quite, try again
- Focus
- Don't give up!

- You will get it soon.
- I know it's hard but you're smart.

Students should also be aware of their body language during peer tutoring sessions. Tutors that are focused and wanting to have their tutee succeed will have more success with positive body language. Here are a few examples of good body language:

- Sit up tall
- Listen
- Look at the person
- Encourage
- Smile
- Celebrate
- Nod

By having positive talk and good body language the tutee should feel comfortable enough to try their best without the fear of being made fun of if they get the wrong answer or can't complete the work. A smiling and encouraging tutor will appear more helpful and be more attuned to provide assistance than a bored and distracted tutor.

Feedback through redirection

When students say an incorrect answer, it is the tutor's responsible to correct the mistake in a safe and nonthreatening matter. This is part of the routine preciously discussed. For example, tutors can say any or all of the following:

- Nice try, but look at the picture again.
- No, this is a picture of _____(exaggerate the targeted sound)

- Not quite, the answer is _____. Let's try another one.
- Listen and watch me for the next one.
- Let's review all the pictures again.
- You got one of the sounds but lets try to work on the last sound.
- Remember you need to say the _____ sound.
- Repeat after me. (tutor goes over correct response)
- Let's just work on these ___ pictures.

All of these expressions compliment the positive talk as described above.

Many students especially those that have already experience failure and were ridiculed for it will be hesitant to participant in a program where they feel that their partner is judging them. By correcting mistakes with a positive statement, tutees should be put at ease and be more focused on correctly identifying the sound rather than worrying about what their partner is going to say when if they make a mistake. This type of talk will also carry over to other parts of the classroom as students will encourage, guide, and correct peers in a supportive and cooperative learning environment.

Expectations

Students work best when they know what is being expected of them. Teachers teach best when they are able to focus on curriculum rather than behavior management. Both of which can be achieved when teachers instruct, model, and reinforce correct behaviors.

Teacher Expectations

- Teachers need to be monitoring and working with each group on a weekly basis.
- All sessions should be closely monitored to ensure that students are working on academic standards as well as interacting appropriately.
- Assessments need to be administered every other week to measure growth and ensure that pairing is correct. If a student is not progressing, the teacher needs to sit in on tutoring sessions or change partners.
- Materials that are needed in the tutoring sessions are ready for use and students know how to use it.
- Teachers will schedule tutoring sessions 2-3 times a week for 20 minutes per session.

Student Expectations

- Students will follow the routines as described in every tutoring session.
- Students will speak to each other using positive language as well as correct wrong responses appropriately.
- Students will use materials correctly and notify the teacher if something is lacking or needs repair.

- Students will work the entire tutoring session.
- Students will progress on mastery of standards.

Monitoring the Program

Every tutoring session should be monitored by the teacher. Teachers are not only checking in with students to make sure that they are using the materials appropriately but are also ensuring that the routine described in the previous section is being used. There are different levels of monitoring that should happen.

Teachers can observe the interactions between the pairs looking closely for correct feedback, praise, and positive talk. Informal feedback can be given through verbal and nonverbal cues at the time of observations. Formal observational notes can be taken using progress monitoring sheets 1 or 2 (found in the resource section). During observations, the teacher can write down what they notice or hear students saying during the tutoring sessions. By writing down notes that were observed during the tutoring sessions, the teacher will be able to refer back to them to determine if the student is able to interact appropriately, follow directions, work with peers, or use materials appropriately. Teachers may wish to use progress monitoring sheet 3 as another form to use to assess the interactions, this form has the teacher score the students on the described criteria. By using the multiple forms of progress monitoring, the teacher will be able to examine and review the multiple dimensions that occur during the peer tutoring sessions. Another benefit of recording observations is that the teacher will have physical proof of students meeting standards as well as constant

behavior and work habits. Both of which are measured and recorded on report cards three times a year.

Besides observing and amending correct social skills, teachers can also use observations for an informal assessment on students' academic level. In this guide, students are working on recognizing beginning, middle, and end sounds found in pictures. In the next section, assessing the program will be described. As the program is written bi-monthly assessments are given to measure students' growth. However as the teacher is observing the peer tutoring sessions and he/she begins to notice that students are correctly identifying the beginning, middle, or end sound correctly 90% of the time, this should alert the teacher that the student is ready for harder material. It is the teacher's decision to introduce harder material to the student or to assess the student using the assessment sheet before the monthly deadline.

As the program is written, students of different abilities can continue to work together to challenge and support each other as they work towards mastery of Kindergarten standards. When more than 80% of students have mastered the standard, it is time to move on to more difficult material or to increase expectations. For example, after students are able to orally identify the sounds in the given picture the difficulty can be increased by requiring them to write that sound down or to say all the sounds in the picture. When pairs are able to use the same materials, teachers have less to prepare and students should be familiar with pictures and procedures.

By constantly monitoring behavior and academic growth, students should continue to be challenged as well as have their behavior reinforced. Teachers' observational notes will be reflected through district progress reports and report cards. Informal assessments can guide the level of support provided and the need for formal assessments. In the next section, a description on how to formally assess the program and students' abilities will be described.

Assessing the Program

Standards Addressed

The standard and students' growth will be measured in the same format as the pretest was assessed. Every other week, the teacher should assess students' growth by having them state the sound associated with the selected letter. As students increase their ability in correctly identifying the beginning sound of a picture, the teacher can assign pictures that have that sound in the middle or the end of other pictures. By providing additional practice with the same sound it will strengthen the student's knowledge that words are made up of individual letters each of which has its own sound regardless of the location in the word the letter may be found.

When more than eighty percent of your class has master the selected skill, identifying the sound found in pictures it is time to move on to more difficult standards. As explained in this guide, further standards that can be addressed is to have students identify all of the sounds that they hear in the picture. In addition they can write down all the sounds that they hear. After students are able to identify letters to sounds and sounds to letters they are ready to begin to read high frequency words as well as consonant/vowel/consonant (CVC) words. This next step in the literacy program is one in which Kindergarten students will work the entire year on. The degree of difficulty and number of expected words can be

increased as the year goes on. Students would follow the same format and procedure discussed and established in this guide, however instead of using the materials found in this guide teachers need to use their own flashcards and resources for peer tutoring sessions.

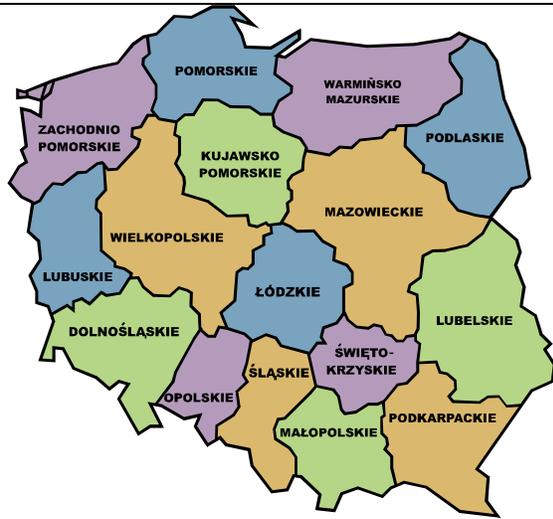
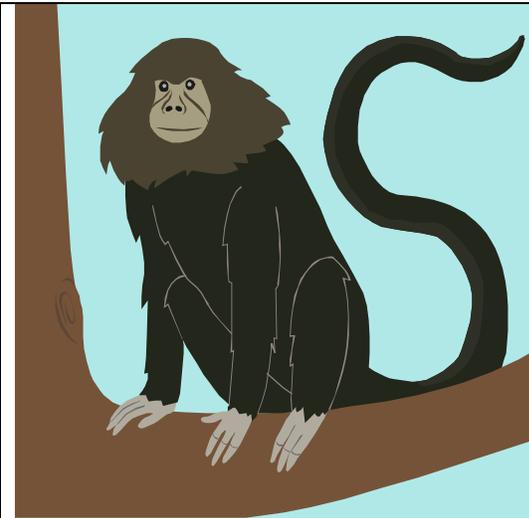
Behavior Assessed

Throughout the program, especially when the teacher is assessing the growth in academics it is important to monitor and assess students' behavior during tutoring sessions. This will usually be done informally as the teacher observes groups or by examining the growth in standards. If both students in a pair are not achieving adequate growth, this might not be an appropriate pairing. Perhaps the pair is not supporting each other towards mastery or is having a difficult time working during sessions. Both would hamper the development of skills and there would be little to no growth in known letter sound identification. If the teacher feels that the behavior in the pair is limiting the progress, he/she can change groupings at any time during the program.

Section Three

Teacher References

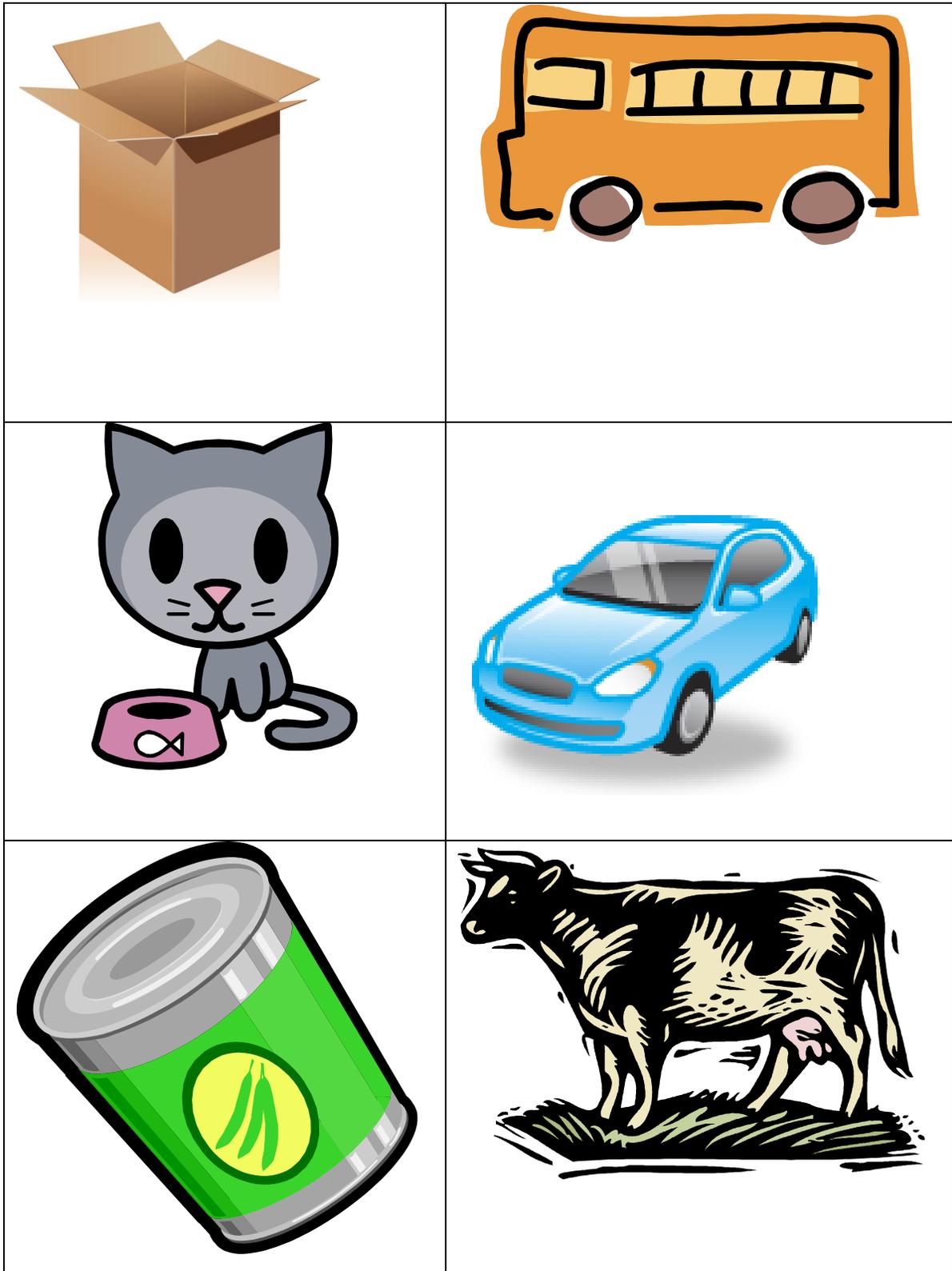
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Beginning Sounds Match Pictures & Letters

M	M
M	M
B	B

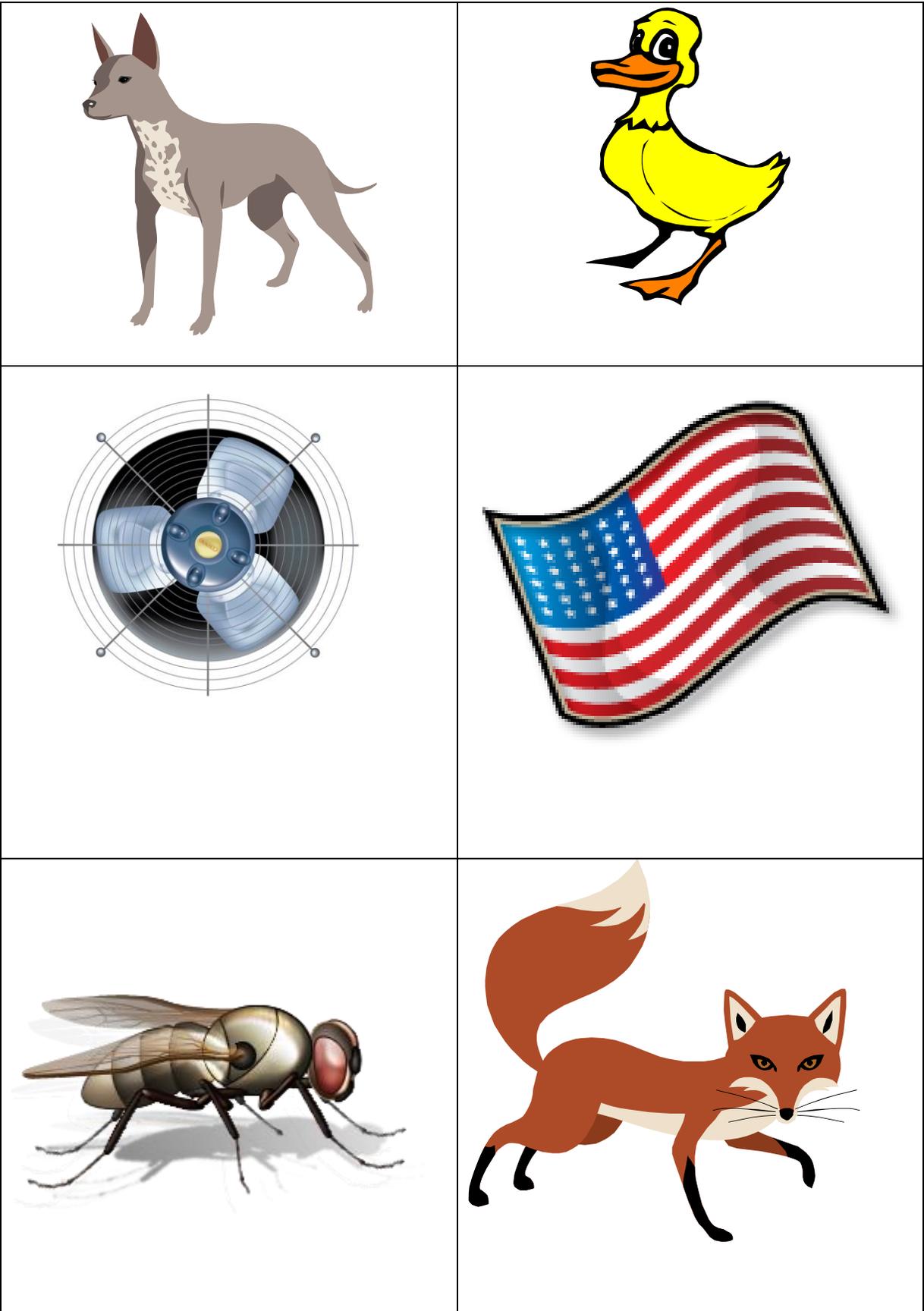
Beginning Sounds Match Pictures & Letters



Beginning Sounds Match Pictures & Letters

B	B
C	C
C	C

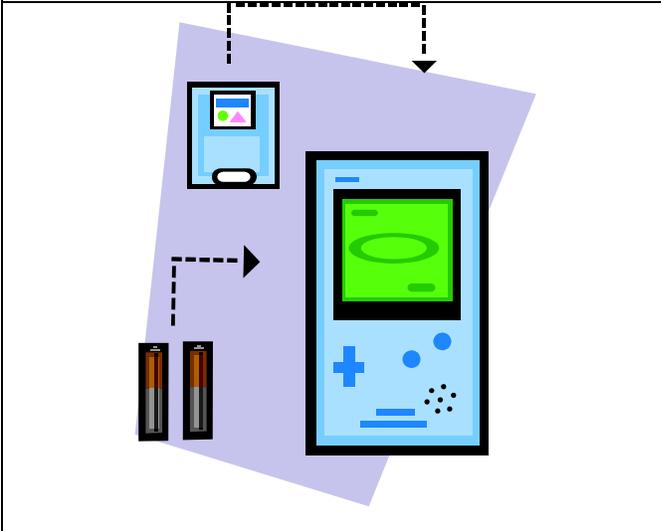
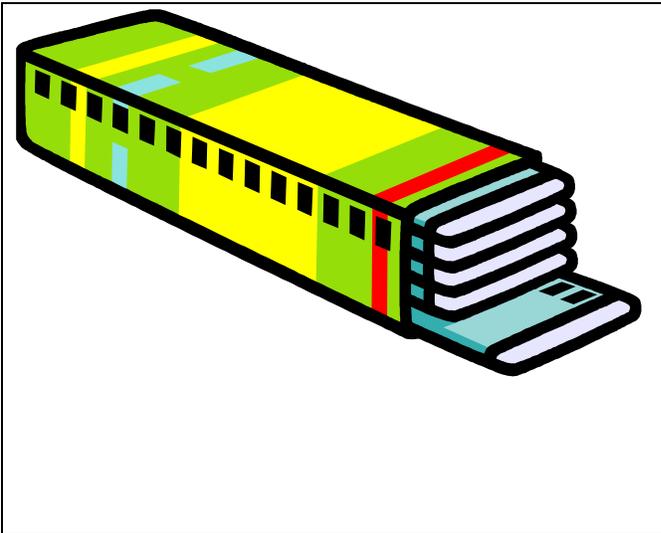
Beginning Sounds Match Pictures & Letters



Beginning Sounds Match Pictures & Letters

D	D
F	F
F	F

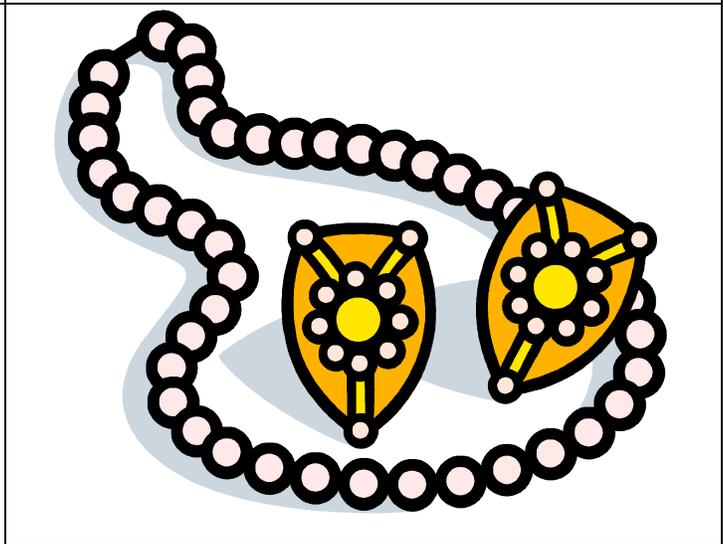
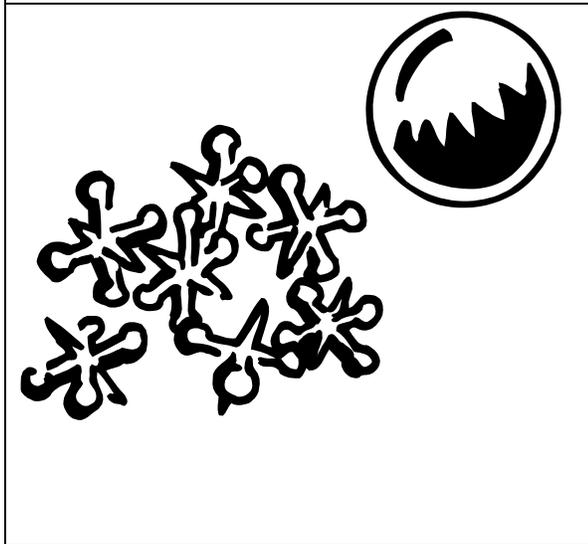
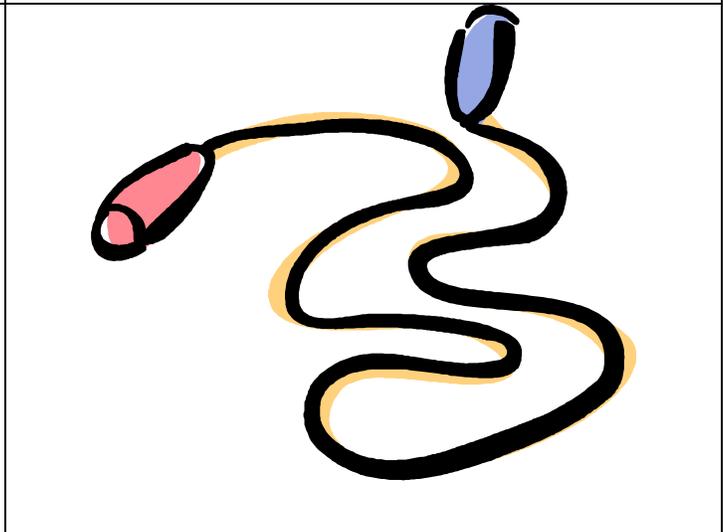
Beginning Sounds Match Pictures & Letters



Beginning Sounds Match Pictures & Letters

G	G
G	G
H	H

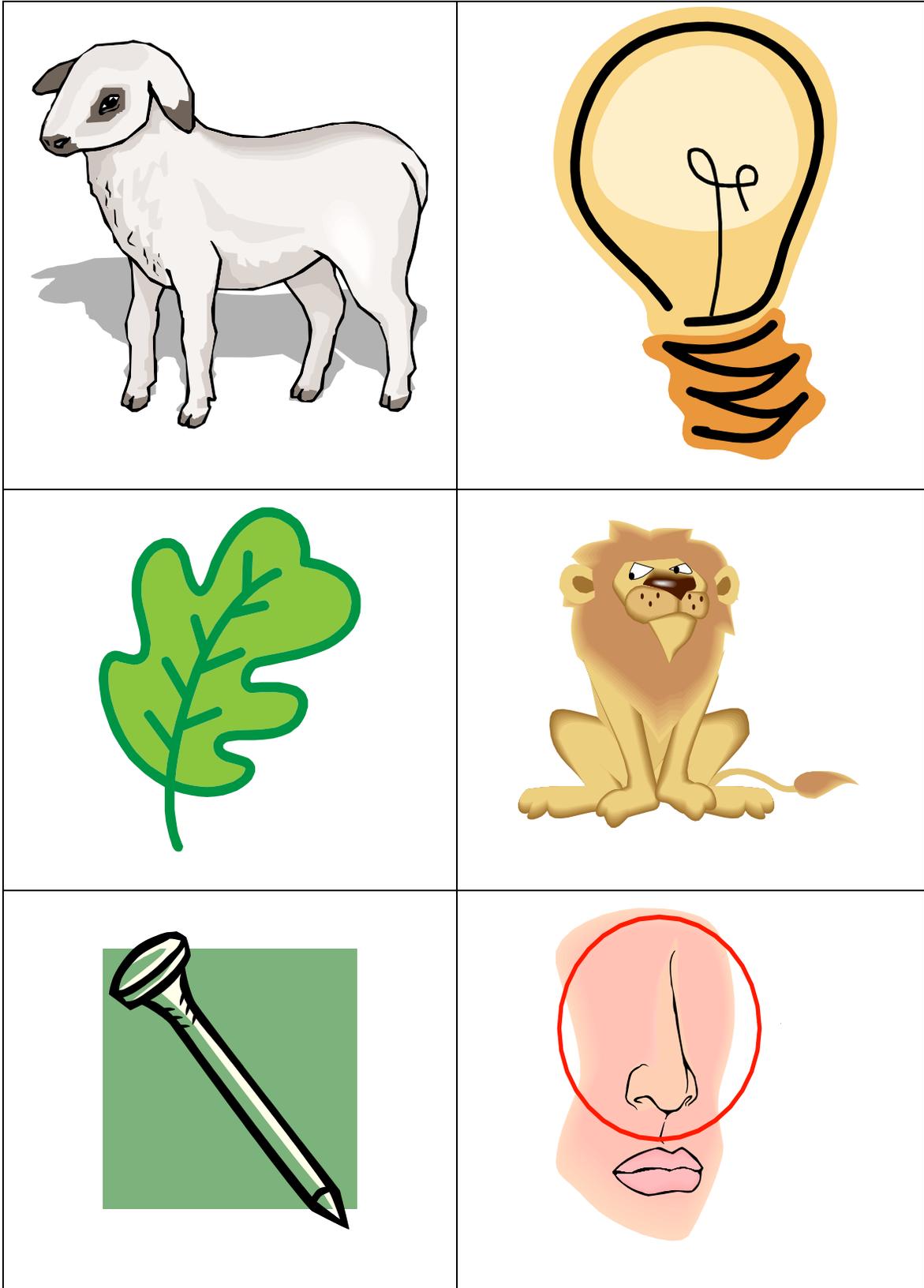
Beginning Sounds Match Pictures & Letters



Beginning Sounds Match Pictures & Letters

H	H
J	J
J	J

Beginning Sounds Match Pictures & Letters



Beginning Sounds Match Pictures & Letters

I	I
I	I
N	N

Beginning Sounds Match Pictures & Letters



Beginning Sounds Match Pictures & Letters

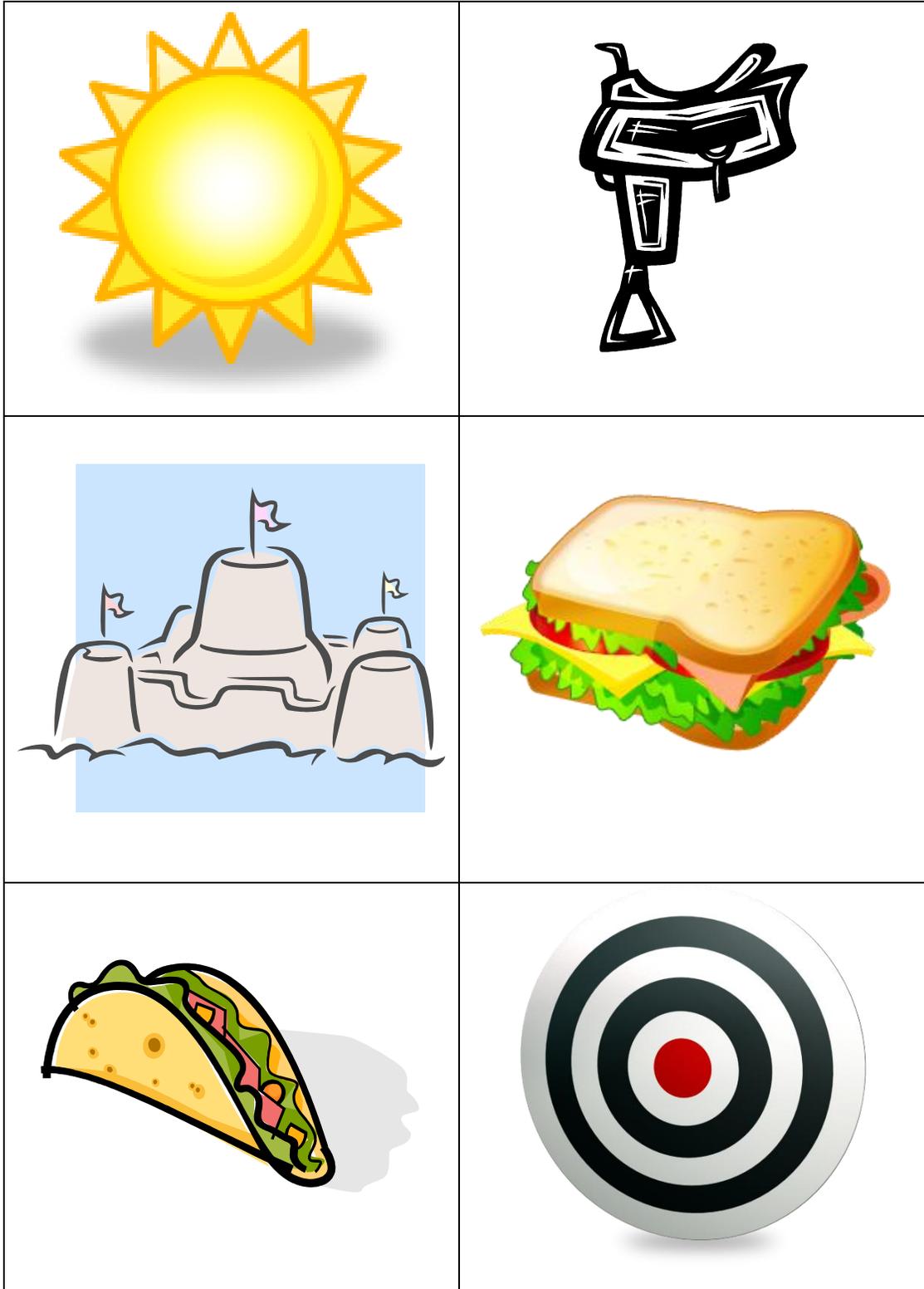
N	N
P	P
P	P



Beginning Sounds Match Pictures & Letters

Q	Q
Q	R
R	R

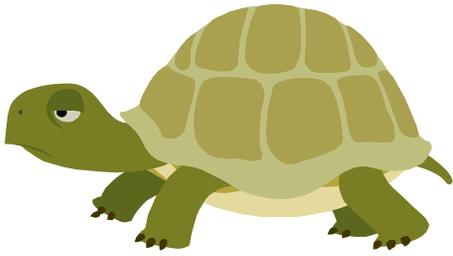
Beginning Sounds Match Pictures & Letters



Beginning Sounds Match Pictures & Letters

S	S
S	S
T	T

Beginning Sounds Match Pictures & Letters

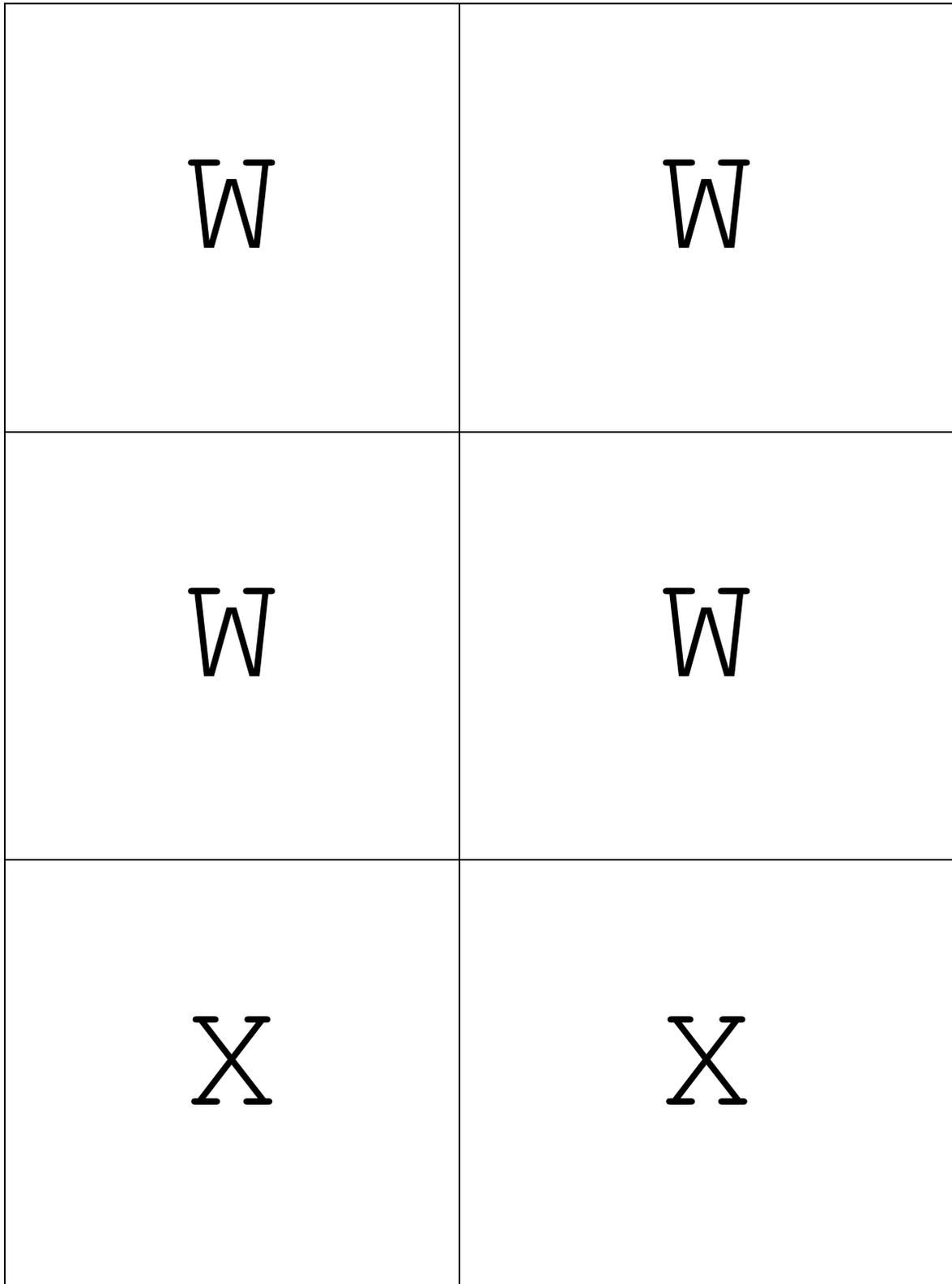


Beginning Sounds Match Pictures & Letters

T	T
V	V
V	V



Beginning Sounds Match Pictures & Letters

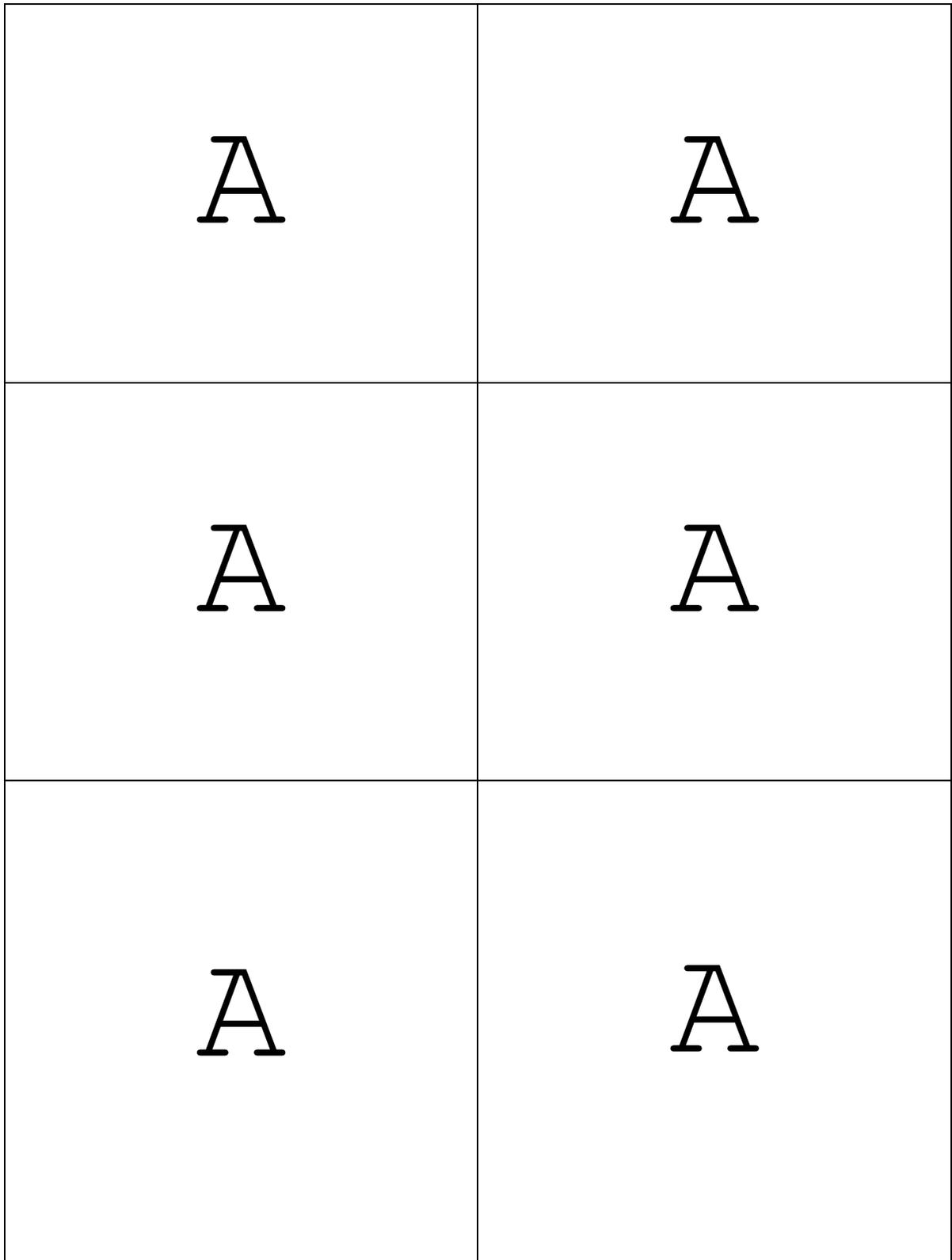


Beginning Sounds Match Pictures & Letters

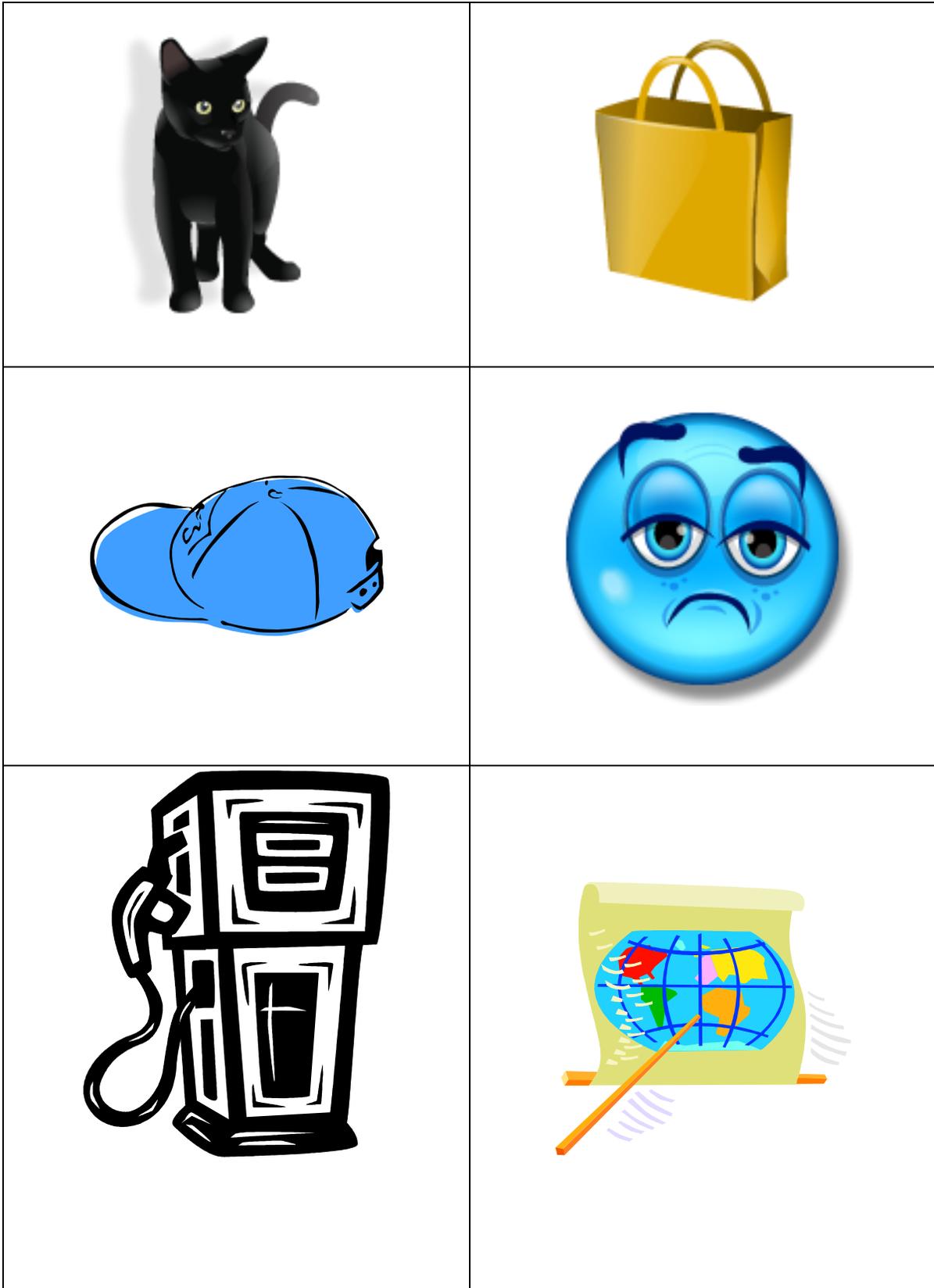


Beginning Sounds Match Pictures & Letters

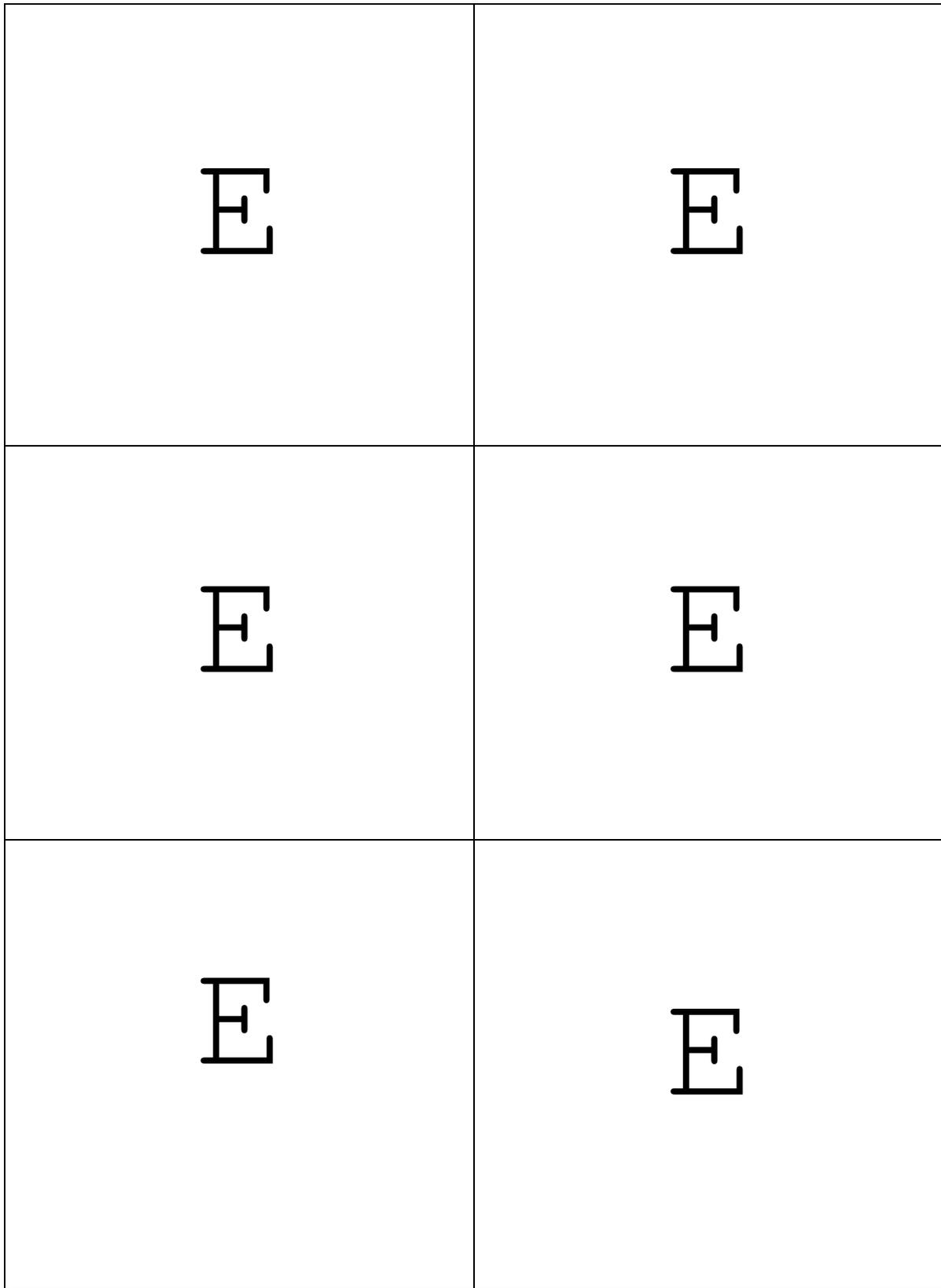
Y	Y
Y	Z
Z	Z



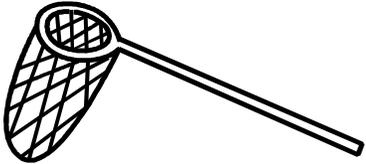
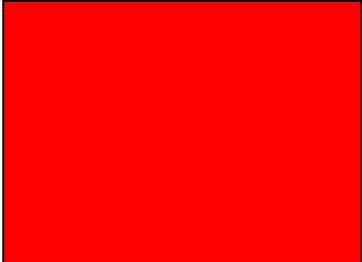
Middle Sound Match Picture & Letter



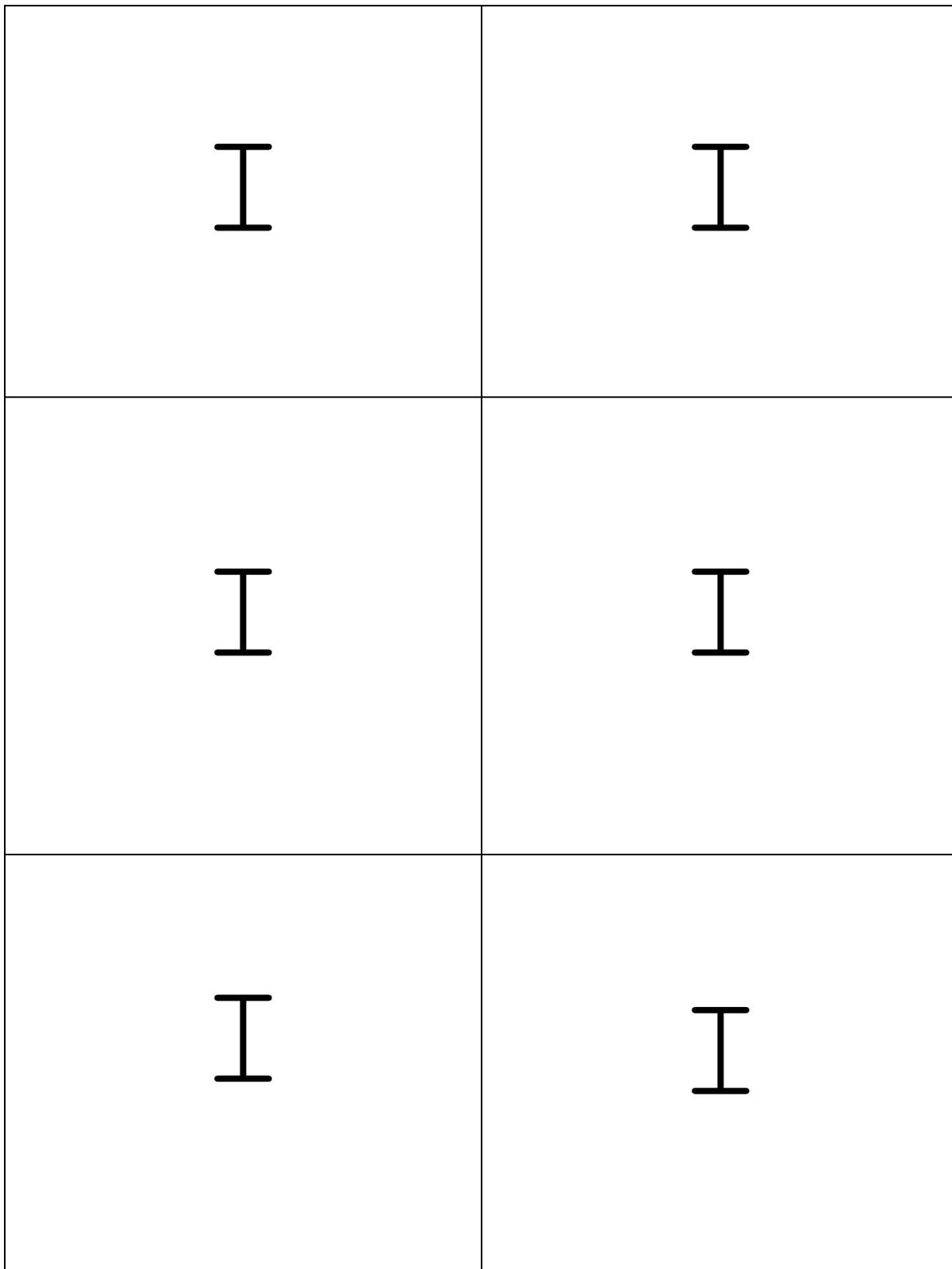
Middle Sound Match Picture & Letter



Middle Sound Match Picture & Letter

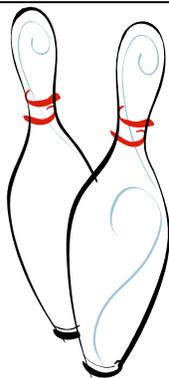
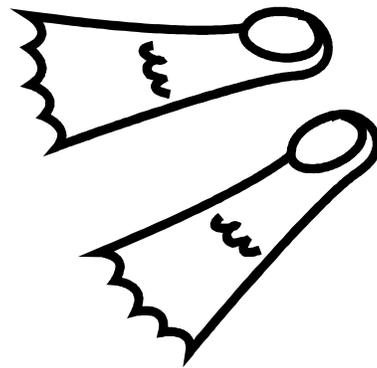
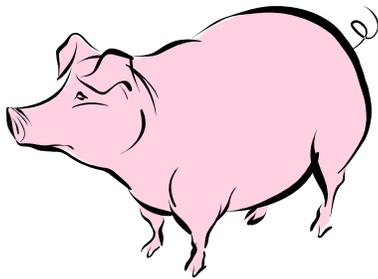
	
	<p>10</p>
	

Middle Sound Match Picture & Letter

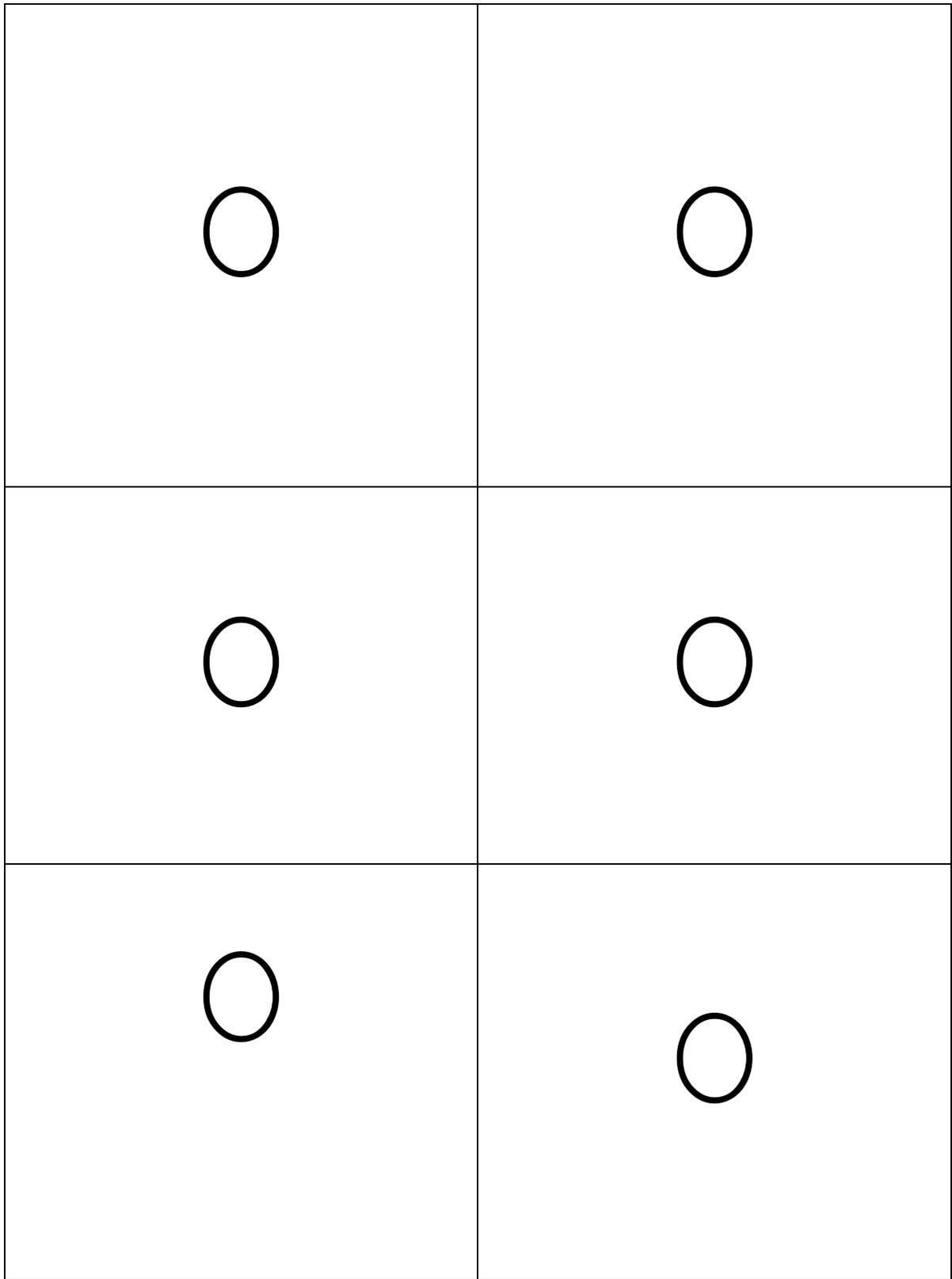




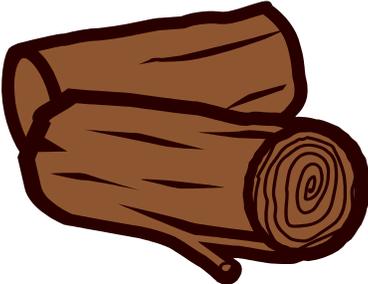
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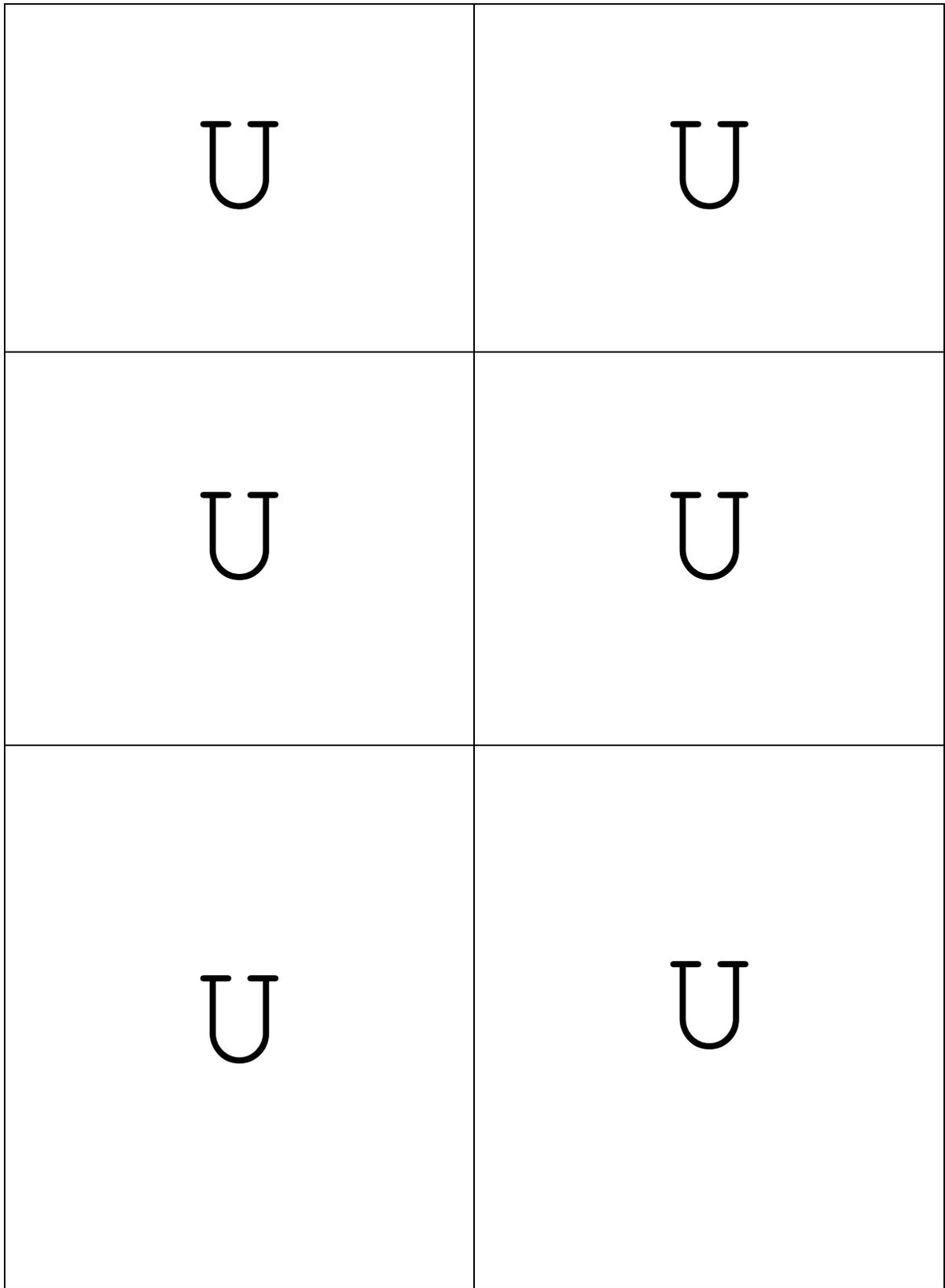
Middle Sound Match Picture & Letter

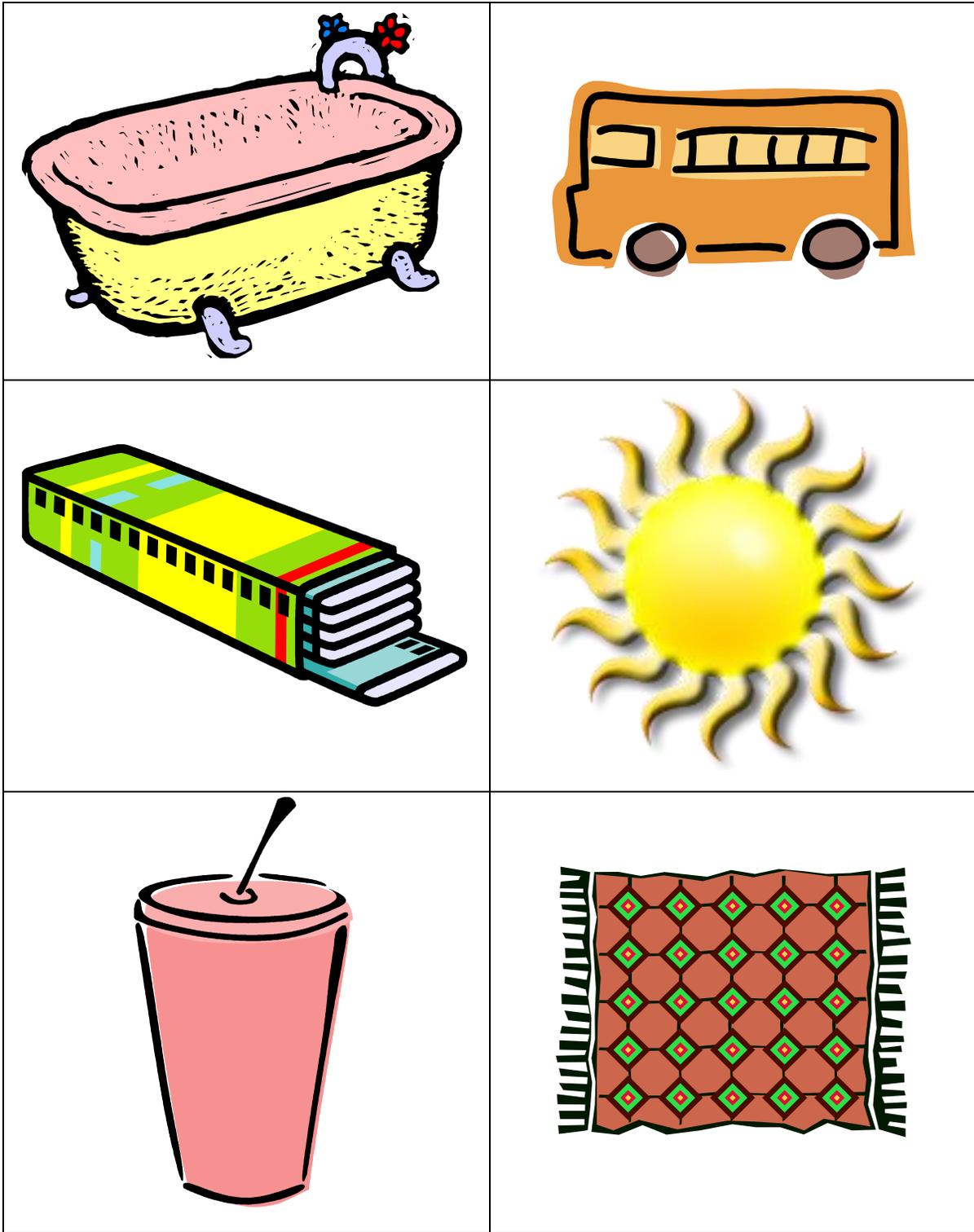


Middle Sound Match Picture & Letter

Middle Sound Match Picture & Letter





Middle Sound March with Pictures and Letter

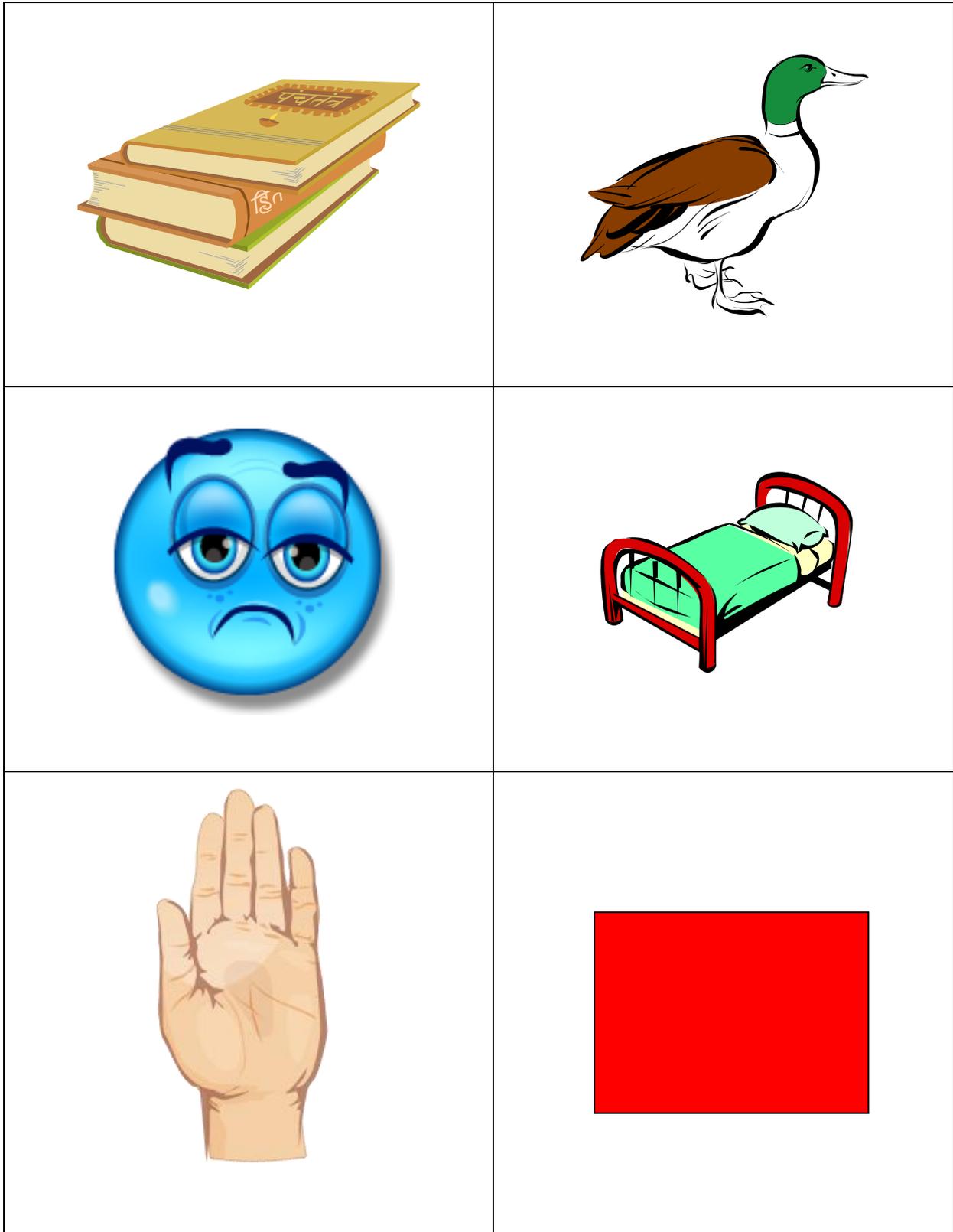
B	B
B	B
C	C

Ending Sound picture & letter match



Ending Sound picture & letter match

C	C
D	D
D	D



Ending Sound picture & letter match

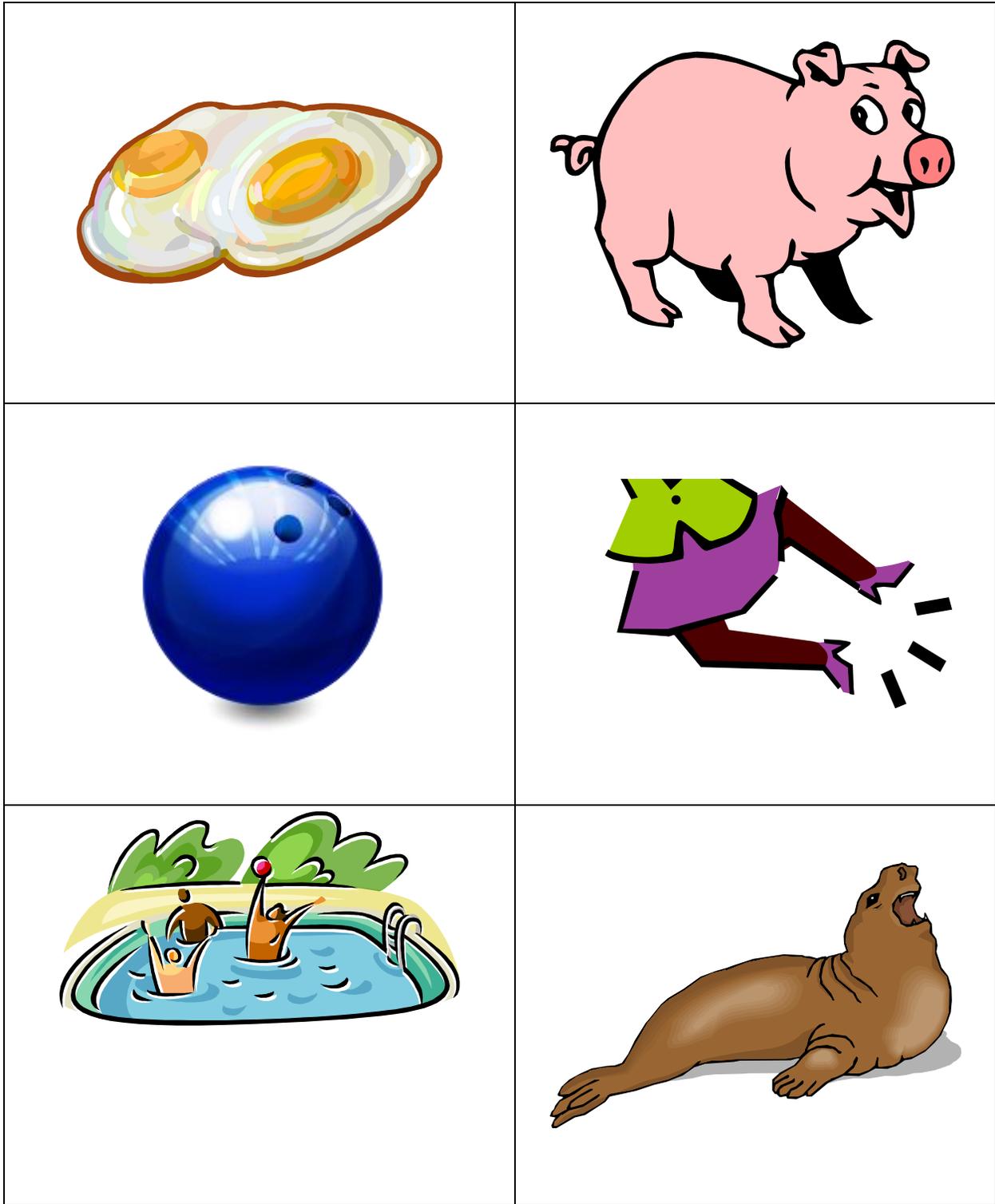
F	F
F	F
G	G

Ending Sound picture & letter match



Ending Sound picture & letter match

G	G
L	L
L	L



Ending Sound picture & letter match

M	M
M	M
N	N



Ending Sound picture & letter match

N	N
P	P
P	P

<p>10</p>	
	
	

Ending Sound picture & letter match

R	R
R	R
S	S



Ending Sound picture & letter match

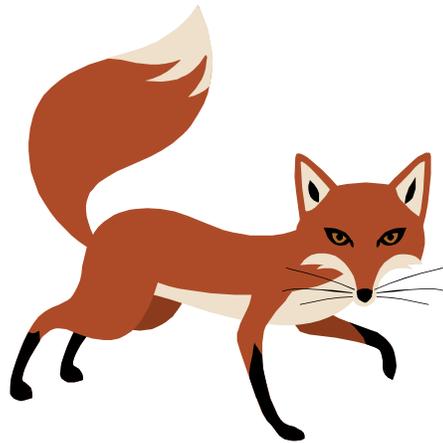
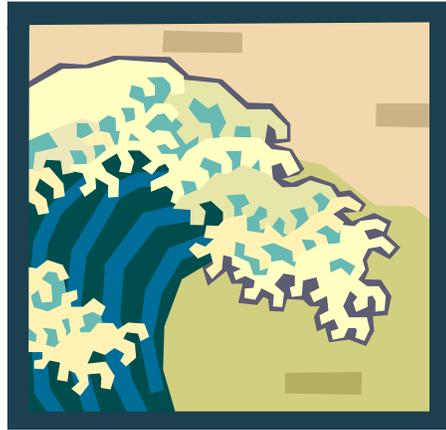
S	S
T	T
T	T



Ending Sound picture & letter match

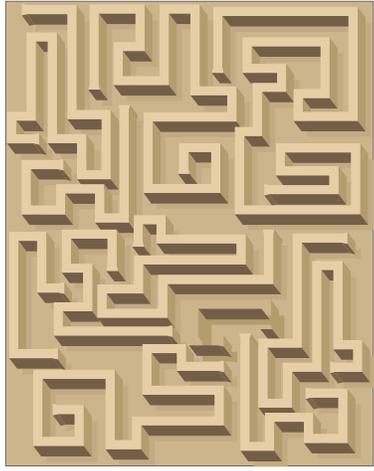
	
	
	

5



6



<p>Z</p>	

Capital Letter/ Sound Identification (Test A)

Q W E R
T Y U I
O P A S
D F G H
J K L Z
X C V B
N M

Lowercase Letter/ Sound Identification (Test A)

q

w

e

r

t

y

u

i

o

p

a

s

d

f

g

h

j

k

l

z

x

c

v

b

n

m

Capital Letter/ Sound Identification (Test B)

Z

A

Q

X

S

W

C

D

E

V

F

R

B

G

T

N

H

Y

M

J

U

K

I

L

O

P

Lowercase Letter/ Sound Identification (Test B)

z

a

q

x

s

w

c

d

e v f r
b g t n
h y m j
u k i l
o p

Assessment Record Sheet 1

Student Name	Number Correct	Rank Number

9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		

Ranking Sheet 1

Rank Number	Student Name	Rank Number	Student Name
1		13	
2		14	
3		15	
4		16	
5		17	
6		18	
7		19	

8		20	
9		21	
10		22	
11		23	
12		24	

*Numbers 1 & 12, 2 & 13, etc. would be partnered during tutoring sessions.

Ranking Sheet 2

Rank Number	Student Name (Number Correct)	Rank Number	Student Name (Number Correct)
1		13	
2		14	
3		15	
4		16	
5		17	

6		18	
7		19	
8		20	
9		21	
10		22	
11		23	
12		24	

*Numbers 1 & 12, 2 & 13, etc. would be partnered during tutoring sessions.

Progress Monitoring Sheet 1

Pair 1: _____ Working on _____

Date	Student A_____	Student B_____	General Notes

Pair 2: _____ Working on _____

Date	Student A_____	Student B_____	General Notes

Pair 3: _____ Working on _____

Date	Student A_____	Student B_____	General Notes

--	--	--	--

Pair 4: _____ Working on _____

Date	Student A_____	Student B_____	General Notes

Pair 5: _____ Working on _____

Date	Student A_____	Student B_____	General Notes

--	--	--	--

Pair 6: _____ Working on _____

Date	Student A_____	Student B_____	General Notes

Pair 7: _____ Working on _____

Date	Student A_____	Student B_____	General Notes

--	--	--	--

Pair 8: _____ Working on _____

Date	Student A_____	Student B_____	General Notes

Pair 9: _____ Working on _____

Date	Student A_____	Student B_____	General Notes

--	--	--	--

Pair 10: _____ Working on _____

Date	Student A_____	Student B_____	General Notes

Pair 11: _____ Working on _____

Date	Student A_____	Student B_____	General Notes

--	--	--	--

Pair 12: _____ Working on _____

Date	Student A_____	Student B_____	General Notes

Progress Monitoring Sheet 2

Group/ Student Names	Working On	Observed On	Notes
Group 1:			
Group 2:			
Group 3:			
Group 4:			

Group 5:			
Group 6:			
Group 7:			
Group 8:			
Group 9:			
Group 10:			
Group 11:			
Group 12:			

Progress Monitoring Sheet 3

Group/ Student Names	Date	Work/ Study Habits	Notes
Group 1:		Peer Interaction 1 2 3 4 Following directions 1 2 3 4 Use of materials 1 2 3 4	
Group 2:		Peer Interaction 1 2 3 4 Following directions 1 2 3 4 Use of materials 1 2 3 4	
Group 3:		Peer Interaction 1 2 3 4 Following directions 1 2 3 4 Use of materials 1 2 3 4	

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Group 4:		Peer Interaction 1 2 3 4 Following directions 1 2 3 4 Use of materials 1 2 3 4	
Group 5:		Peer Interaction 1 2 3 4 Following directions 1 2 3 4 Use of materials 1 2 3 4	
Group 6:		Peer Interaction 1 2 3 4 Following directions 1 2 3 4 Use of materials 1 2 3 4	
Group 7:		Peer Interaction 1 2 3 4 Following directions 1 2 3 4 Use of materials 1 2 3 4	
Group 8:		Peer Interaction 1 2 3 4 Following directions 1 2 3 4 Use of materials 1 2 3 4	
Group 9:		Peer Interaction 1 2 3 4 Following directions 1 2 3 4 Use of materials 1 2 3 4	
Group 10:		Peer Interaction 1 2 3 4 Following directions 1 2 3 4 Use of materials 1 2 3 4	
Group 11:		Peer Interaction 1 2 3 4 Following directions 1 2 3 4 Use of materials 1 2 3 4	
Group 12:		Peer Interaction 1 2 3 4 Following directions 1 2 3 4 Use of materials 1 2 3 4	