



THE EFFECTIVENESS OF ONE-ON-ONE TUTORING IN ELEMENTARY READING

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3/14/2011

EXECUTIVE SUMMARY

A comprehensive study of the research literature on the effectiveness of one-on-one tutoring in elementary reading was conducted. 25 rigorous statistical studies were identified and the results summarized in two respects – evidence of program impact on student reading achievement, and characteristics of successful programs. Studies were selected both for the rigor of the research methodology and for comparability of the program to the Tacoma *Read 2 Me* program, i.e., one-on-one tutoring by volunteers working with struggling readers in elementary grades.

The findings of the research on program impact support the conclusion that, on average, well implemented tutoring programs can result in significant improvement on standardized measures of reading achievement. Well implemented programs not only improve test scores, but have a positive impact on student attitudes toward reading and learning in general. The formation of strong relationships formed with volunteer tutors, while not quantifiable, also suggest the tutoring program contributes to long term success in school.

In reviewing the characteristics of successful programs, eight variables were identified which are especially important to consider when determining best practice strategies for tutoring programs: (1) volunteers, (2) training and supervision of volunteers, (3) tutoring strategies, (4) length and frequency of tutoring, (5) students' grade level, (6) location of the tutoring sessions, (7) materials, and (8) finances. The research is summarized in the body of the report. Briefly, key contributors to positive impact on student learning were training for volunteers; connecting the tutoring program to student learning in school; and providing the student with tutoring over an extended period of days. Tutoring sessions longer than 60 minutes were not significantly more beneficial, materials used for tutoring were not shown to be a significant variable, and positive outcomes were found for both small and presumably inexpensive programs as well as much more extensive and costly programs.

A brief overview of the results is given below. A summary of all 25 studies, including, as available, information on the students, volunteers, instructional strategies, and results, is included in Appendix A.

BACKGROUND

In the fall of 2010, the advisory board of Tacoma *Read 2 Me* commissioned a review of the research literature to determine if programs of a similar nature had been found to produce positive impacts on student achievement in reading, and if so, to determine the characteristics of the successful programs. A study was designed which targets five outcomes. This report will conclude the study of outcomes 1-3. A subsequent report will complete outcomes 4 and 5.

The *Read 2 Me* research project will result in the following outcomes:

1. A thorough review of the literature on successful elementary school tutoring programs using community volunteers in an urban setting during the school day;
2. A summary of successful practices in elementary literacy tutoring by non-educators;
3. A summary of implementation models including staffing and costs;
4. A program evaluation design using both quantitative and qualitative methods; and
5. Development of data collection tools (surveys, etc.) and procedures.

PART I: FINDINGS

Does the Research Support the Value of One-on-One Volunteer Tutoring in Reading?

Fortunately a great deal of research has been done on tutoring in elementary reading, but it is difficult to generalize from so many studies as each is based on different assumptions and evaluation design, uses different outcome indicators, and applies different statistical tools. Therefore for the purposes of this study we focused on meta-analyses. A meta-analysis is a “study of studies” in which the researcher applies a consistent standard for rigor in selecting studies, and then summarizes the findings using a statistical tool to determine the “effect size” – is a measure of the magnitude of the impact on student learning. An effect size approaching .40 is generally both statistically significant and educationally meaningful. Through meta-analyses, the 25 studies we reviewed actually are built on the findings of a great many more studies.

The studies included in this report came from both quantitative and qualitative research conducted from 1976 to 2010, with the bulk of the studies having been done since 2000. We focused on studies of programs similar to the Tacoma *Read 2 Me* model in several ways. The programs had to involve volunteers tutoring elementary students in reading. As much as possible we included studies of programs which were situated in public schools rather than at private or commercial sites, but it was not always possible to discern where the tutoring took place. We also focused on studies of younger elementary grades. The outcomes included were changes in reading achievement, engagement with literacy, and changes in attitude toward reading. Using these criteria, we identified 25 rigorous studies likely to give insights into the state of the research on programs similar to Tacoma *Read 2 Me*. The following is a brief summary of a few of the studies we reviewed. A more extensive summary for each study is given in Appendix A.

- In *How Effective Are One-to-One Tutoring Programs in Reading for Elementary Students at Risk for Reading Failure?* (Elbaum, Vaughn, Hughes, & Watson Moody (2000) conducted a meta-analysis of supplemental, adult-instructed, one-to-one reading interventions for elementary students at risk for reading failure. Reading outcomes for 1,539 students included in 29 studies reported between 1975 and 1998 had a mean effect size of 0.41. The meta-analysis revealed that college students and trained, reliable community volunteers were able to provide significant help to struggling readers. The authors write, “In sum, the findings of this meta-analysis support the argument that well-designed, reliably implemented, one-to-one interventions can make a significant contribution to improved reading outcomes for many students whose poor reading skills place them at risk for academic failure.”
- In a study of the New York Experience Corps Program, an intervention implemented by community volunteers, Gattis et al., (2010) found statistically significant reading improvements associated with the program with effect sizes ranging from .20-.49.

- Morris, Shaw, & Perney (1990) found one-third of the tutored children made accelerated growth in reading, moving this group, by ability, back into the educational "main-stream" of their public school classrooms. Another 30% of the tutored children gained a full year in reading.
- Wasik and Slavin (1993) reviewed 16 studies of one-to-one tutoring models (Reading Recovery, Success for All, Prevention of Learning Disabilities, the Wallach Tutoring Program, and Programmed Tutorial Reading) used with at-risk first graders. They found substantial positive effects of tutoring and the effects of tutoring generally persisted into later grade levels
- A meta-analysis conducted by Ritter, Barnett, Denny, & Albin (2009) reviewed 21 studies. Overall, the authors found volunteer tutoring has a positive effect on student achievement. With respect to particular sub-skills, students who work with volunteer tutors are likely to earn higher scores on assessments related to letters and words, oral fluency, and writing as compared to their peers who are not tutored. The effect sizes connected to these outcome domains were relatively consistent, ranging from 0.26 to 0.45. Programs did not have to be highly structured to have positive effects, nor did they have to use a particular type of person as a tutor.
- In *Effective programs for struggling readers: A best-evidence synthesis*, Slavin, Lake, Davis, & Madden (2010) reviewed 97 studies. The review concludes that one-to-one tutoring is very effective in improving reading performance. As a side note, one study showed that computer-assisted instruction had few effects on improving reading achievement.

Summary

Clearly the research over a substantial period of time and in a wide variety of settings provides strong evidence of growth in student achievement in programs using trained volunteer tutors for elementary children who struggle with reading. The following sections address specific components of these studies which are relevant to the *Read 2 Me* program.

What Skills Can Students Develop Through Tutoring?

- In a 2-year longitudinal evaluation of a volunteer tutoring program requiring minimal training, Baker, Gersten, & Keating (2000) found that the program improved students' word reading, reading fluency, and word comprehension, though the level of performance at the end of second grade was still much lower than that of average-achieving students. The results were statistically significant on most measures of reading. Statistically significant differences were found on three aspects of reading: word reading, reading fluency, and word comprehension (i.e. reading vocabulary).
- Knapp & Winsor (1998) studied a program which focused on enabling the student to accomplish the authentic task of reading a personally interesting book beyond his or her independent capabilities. Compared to a group of matched controls, program students made significantly larger gains in reading comprehension and in classroom reading behaviors as observed by their teachers.
- In *Helping Low Readers in Grades 2 and 3: An After-School Volunteer Tutoring Program*, Morris, Shaw, and Perney (1990) reviewed a tutoring approach premised on the idea that children who are having difficulty learning to read need the semantic and syntactic support offered by good stories written in natural (as opposed to formulaic) language, and that children should be led to automatize basic one syllable spelling patterns as a means of building word knowledge. Tutoring involved (a) 15-20 min of easy contextualized reading at the student's instructional level, (b) 10-12 min of word study, (c) 15 min of writing, (d) 10-15 min easy reading in the trade books, (e) 5-10 min reading the student a good piece

of literature, for example a fairy tale, fable, short picture book, or chapter from a longer book. As cited above, one-third of the students moved back into the educational “main-stream.”

- In a follow up study of students who had been in a volunteer tutoring program, Burns, Senesac, and Silberglitt (2008) found increased reading fluency and comprehension over a 5-month interval significantly outperforming students in a control group in both reading fluency and comprehension.

What are the Non-Academic Impacts of Tutoring?

A few of the studies we reviewed looked at affective outcomes of tutoring in addition to academic outcomes.

- In *Becoming Successful Readers: A Volunteer Tutoring Program for Culturally Diverse Students* (Moore-Hart & Karabenick, 2009) the authors studied a program designed to improve reading performance by providing time for reading and writing and to provide an enjoyable personal experience with reading and writing. They provide evidence that the structured volunteer tutoring program successfully increased culturally diverse students’ reading/writing performance and increased the culturally diverse students’ attitudes toward reading.
- In a study of the Reading Buddies program, a first-grade intervention, Caserta-Henry (1996) concluded that the most important findings was that all of the first graders had a more positive attitude towards reading and felt better about themselves as readers and writers.
- Invernizzi & Quелlette (2001) conclude that when volunteer programs aim to instill a love of books and learning in disadvantaged children, research shows that children participating in these programs both achieve academic gains and increase their self-confidence.

PART II: THE CHARACTERISTICS OF EFFECTIVE TUTORING PROGRAMS

The focus of this portion of our research was to summarize the available research on volunteer reading tutoring programs and to highlight essential characteristics related to the effectiveness of programs similar to Tacoma *Read 2 Me*. We identified eight variables which are especially important to consider when determining best practice strategies for tutoring programs. These variables include (1) volunteers, (2) training and supervision of volunteers, (3) tutoring strategies, (4) length and frequency of tutoring, (5) students’ grade level, (6) location of the tutoring sessions, (7) materials, and (8) finances.

Volunteers

The volunteers in effective tutoring programs came from a wide range of community members. There was no trend in the data to suggest that, given appropriate training and support, any particular age or background of volunteers is preferable.

- Programs that recruit volunteers from the community generally yield significant results (Baker, Gersten, & Keating, 2000). Volunteer tutors in effective programs were recruited from various community resources including businesses, churches, police officers, firefighters, civic groups, parents, retirees, and occasionally high-school students (Burns, Senesac, & Silberglitt, 2008).
- In one study, students who made the greatest gains as a result of one-to-one instruction were tutored by college students (Elbaum, Vaughn, Hughes, & Watson Moody, 2000), however an evaluation of New

York City Experience Corps showed that reading scores improved among elementary school children as a result of using older volunteers (ages 65-74) to tutor young readers (Gattis et al., 2010).

- A two year study showed undergraduates, graduate students, suburban mothers, and retirees were all successful in helping “at-risk” primary-grad children learn to read (Morris & Shaw, 1990). The Reading Buddies program (Caserta-Henry, 1996) recruited high school students to read one-on-one with first grade students. Benefits of using high school students are two-fold, the younger children improve their reading, and the high school students get valuable experience in teaching reading, writing, and spelling.

Training and Supervision of Volunteers

A consistent finding across many studies was that training and close supervision of volunteer tutors are essential to the success of volunteer reading programs. (Invernizzi and Quелlette, 2001; Center for Prevention, 2009). Successful programs provides an on-site coordinator to oversee the program, continuous feedback to the tutors on their tutoring sessions, high-quality training for the tutors, and structured tutoring sessions. (Invernizzi) (Rimm-Kaufman, Kagan, & Byers, 1999). (Morris, 1990) (Wasik, 1998). (Center for Prevention, 2009). Novice tutors do not necessarily understand and implement important instructional methods and may inadvertently utilize strategies that are detrimental to learning (Hock et al., 2001).

- Depending on the program, the coordinators taught introductory material on child learning, language development, and literacy acquisition. Tutors were taught to observe children's behavior and to monitor their progress on following directions and learning to read. Coordinators instructed the tutors on how to choose developmentally appropriate books, discussed the relationships that influence the child's literacy acquisition, and provided strategies to foster relationships among teachers, parents, siblings, and the study child (Rimm-Kaufman, Kagan, & Byers, 1999).
- Tutors are more successful if they receive intensive training throughout their participation in a tutoring program (Wasik & Slavin, 1993; Koralek & Collins, 1997) (Morris, 1990) (Wasik, 1998). (Elbaum, et al., 2000). (Center for Prevention, 2009). Quality training programs involve modeling of best practices before, during and after the scheduled tutoring sessions for volunteers. (Invernizzi and Quелlette, 2001; Center for Prevention, 2009).
- Effective training should also include strategies for building a positive trusting relationship with children. Tutor training that included knowledge acquisition, modeling role-play practice, and feedback/coaching during actual sessions was effective in teaching tutors the skills needed to implement strategic tutoring (Hock et al., 2001).

Tutoring Strategies

The programs we reviewed included a wide range of tutoring strategies from phonics-based letter and sound correspondence to reading aloud, to discussion of stories to reinforce comprehension skills. It is likely that the specifics of the strategy can vary if the volunteer has been well trained and makes a good connection with the child. However, some strategies have been documented as showing significant effects and found that structured tutorial programs have demonstrated higher achievement gains than unstructured programs (Wasik and Slavin, 1993). According to a 2000 National Reading Panel report, all lesson plans should contain a balance of reading for fluency, alphabets, and comprehension (Invernizzi and Quелlette, 2001).

- Successful tutor-tutee relationships were characterized by strong reinforcement of progress, a high number of reading and writing experiences in which the student moved from being fully supported to working independently, and explicit demonstration of appropriate reading and writing processes (Juel, 1996). Tutors should be encouraged to increase students interests in reading, making it fun, asking

them questions about reading, taking turns reading, making predictions about the story, relating content to child's life (Baker, Gersten, & Keating, 2000).

- Reading aloud is one of the most effective ways to encourage a child's emerging literacy and to support growing reading skills (Koralek, 1997). Interventions focusing on phonemic awareness—phonics or having a mixed (some would say *balanced*) focus had moderate effects; and interventions that focused on reading comprehension (for older elementary students only) had large effects (Elbaum, et al., 2000).
- Invernizzi and Quелlette (2001) found that programs are most successful when assessment and evaluation guide the implementation process. Children are assessed at the outset of the program to identify individual literacy needs and periodically through the school year to adjust the pace and content of instruction. All instruction should be driven by student assessment and should be on the child's instructional level.
- Rimm-Kaufman, Kagan, & Byers (1999) describe an effective strategy for tutoring in which tutors emphasized reading for meaning versus simply decoding. Children were taught to make associations between print and pictures, and, later, tutored to understand that pictures could be replaced by words to convey meaning. Phonetics were taught within the context of stories, then subsequently practiced separately in games and other activities.
- Wasik (1997) found that volunteers who modeled sounding out words and fluent reading provided children with opportunities to observe good reading and also to observe strategies that good readers implement. These results suggest that volunteer programs would want to train volunteers in scaffolding and modeling techniques to increase the probability that they would be effective.
- In *What Do Reading Tutors Do? A Naturalistic Study of More and Less Experienced Tutors in Reading* Cromley and Azevedo (2005) found that more experienced tutors used significantly more cognitive scaffolding and, therefore, less instruction and did significantly less motivational scaffolding than did less experienced tutors. Expert tutors articulate specific concepts, facts and procedures, or give helpful generalizations. Novice tutors refer to students' prior knowledge. Novice tutors also are sometimes too quick to give students the answers. Expert tutors scaffold by breaking down the problem and prompting, simplifying and asking open-ended questions. More experienced tutors create opportunities for students to be generative where students have the knowledge and skills to do so, but provide instruction when students lack sufficient knowledge.
- Worthy, Prater, and Pennington (2003) advocate a need to (a) carefully screen tutors for interest and commitment to the program, (b) provide specialized tutor training for challenged readers, (c) consistently supervise tutors, (d) maintain low tutor-to-supervisor ratios, and (e) involve schools and teachers in the development of the tutoring program from the beginning.
- In her review of successful tutoring programs, Wasik (1997) similarly promotes the need to provide a certified teacher to coordinate the program, continuous feedback to the tutors on their tutoring sessions, high-quality training for the tutors, and structured tutoring sessions.

Other studies reinforce the finding that in order for a program to be effective, especially for struggling readers, the adult tutors need training based on best practices. The document "On the Road to Reading: A Guide for Community Partners" (1997, The Corporation for National Service) will be very helpful to *Read 2 Me* in refining the process of training tutors. A sample of key ideas from that report is given in Appendix B.

Student Grade Level

All of the programs considered in this review focus on students who are “at-risk” for reading failure across all preschool and primary school grade levels. A study by Elbaum (2000) indicated that students’ grade level was significantly associated with the variation in the effectiveness of programs. Because the studies were looking at specific grade levels rather than comparing programs across grades, we did not find any evidence to suggest whether tutoring has greater success at any particular grade.

Schools and communities will of course focus on their area of greatest need. Years of research (e.g., Shaywitz & Shaywitz, 1996) has demonstrated that children who do not read on grade level by third grade are much more likely to struggle throughout school and beyond. Presumably, the earlier the intervention, the stronger the impact will be for the tutee. Morris & Shaw (1990) suggest that one area in which schools definitely need help is teaching primary-grade children (K-3) to read. However, many programs will begin in second and third grade because it is difficult to predict in kindergarten and first grade which students are going to experience difficulty in reading (Morris & Shaw, 1990).

Length and Frequency of Tutoring

The studies reviewed also included a wide range in terms of how much time the tutors spent with their students. Time is certainly an important variable, but interestingly, while rigorous evaluations of tutoring programs reported positive results for programs whose tutoring sessions ran from 10 to 60 minutes in length, longer sessions did not necessarily result in better outcomes (Warger, 1991; Robledo, 1990; Jenkins & Jenkins, 1987).

Rather than the time spent in any one tutoring session, effects seem to be more highly related to the total amount of time the child can spend with the tutor. In a synthesis of research on out-of-school-time programs, program duration was significantly correlated with positive effects. Programs that had at least 45 hours of implementation time were more effective overall (Lauer et al., 2004), and tutoring programs in which tutors met with tutees at least three times a week were more likely to generate positive achievement for tutees than programs in which tutors and tutees met twice a week (Reisner et al., 1990).

Location of the Tutoring Sessions

There is limited information in the research we reviewed to suggest whether in-school formats are more effective than those conducted out of school, but a strong connection between the tutoring and the class work the students do in school does seem to be valuable. In a study by Elbaum et al. (2000), effective tutoring was not a substitute for, but rather an adjunct to, classroom instruction provided by certified teachers and Wasik (1998) found that successful tutoring programs involve schools and teachers in their development from the very beginning. Wasik (1998) also tentatively suggests that coordinating tutoring sessions with classroom curriculum would benefit the child but found limited evidence in the available literature which directly supports this claim.

Although most of the programs mentioned in this review of the research have used in-school formats, Koralek & Collins (1997) provide several examples of successful volunteer tutoring programs conducted out of school. Nonetheless, many of these programs are coordinated with the child’s regular school reading curriculum. The following are examples of such programs.

- Hilliard Elementary School uses teachers and trained parent volunteers to carry out an intensive after-school, weekend and summer school reading program which helps students improve reading skills through hands-on activities that reinforce what students learn during school hours. The program runs four afternoons a week after school, Saturday mornings, and continues eight weeks into the summer.

- Jumpstart recruits AmeriCorps members as one-on-one tutors, half of whom receive work-study wages. Tutors work with teachers to develop an individual learning plan with an early literacy focus for preschool children. The program runs two hours, two afternoons a week, and full time during the summer.
- Texas Children’s Literacy Corps recruits AmeriCorps members to work one-on-one with children in kindergarten through third grade. Tutoring takes place at schools, homeless shelters, public housing complexes, and after school program sites. Reading material is related to the child’s in-school reading program.
- The Cabrini-Green Tutoring Program recruits parents and volunteers from throughout Chicago to work one-on-one with children in kindergarten through sixth grade. Tutoring takes place at a public housing complex after school once a week for each child.

Materials

The materials used by tutors in successful programs vary depending on program funding. Wasik (1998) includes “quality materials” as one of eight components essential for effective volunteer tutoring programs.

- Volunteer reading tutoring programs for first graders make use of games, and writing and drawing materials to engage the children in learning. Tutors and tutees select books together based on the child’s interests. Also, the tutor may refer to a set of guidelines provided in the tutor training program for activities and ways to emphasize phonics in context, reading comprehension, and reading for meaning (Rimm-Kaufman, Kagan, & Byers, 1999).
- The HOSTS program requires that the teacher/coordinator and an aide prepare personalized packets with the activities and materials to be used by the tutor with the student for each daily tutoring session. The tutor also makes notes on the student’s performance during the session so that the teacher/coordinator can make daily adjustments as well in the lessons (Burns et. al., 2008)
- The Howard Street Tutoring Program requires the on-site coordinator (a trained reading specialist) to keep a lesson plan notebook for each child. The volunteer tutor refers to the lesson plan notebook for specific tutoring activities and materials. The notebook is also used for assessment and progress monitoring as the tutor and coordinator record notes relevant to the child’s performance each day (Morris, 1990).
- In the Reading Buddies intervention program tutors and tutees read a new book each week. Other materials used were writing journals and word study activity worksheets (Caserta-Henry, 1996).
- Koralek & Collins (1997) describe several programs which make use of tutoring guides which offer general strategies and guidelines, a step-by-step outline of the program, and suggestions for handling specific reading issues. Related materials might include literacy-related activity booklets for children as well as posters, calendars, and, of course, books.

Finances

We were not able to determine from the research literature what the funding sources or the budget were for the programs reviewed. This was not a variable studied in the analyses we found. Based the descriptions of the staffing and extent of the programs, we can conclude that they range from very inexpensive community based programs to major city-wide efforts with a lot of support. Basic costs across all programs seem to include salaries for on-site coordinators and price of books and materials. Unfortunately, no studies were found which

correlated a financial model with program outcomes. On the other hand, neither was funding cited as a prerequisite for programs to succeed, and we found successful program models of all sizes.

The one successful program for which we did find financial information is Reading Partners, a for-profit intervention program. They reported a budget of \$2.4M in 2009. Their primary sources of funding were foundations, corporations, and individuals.

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APPENDIX A

Review of Literature Regarding Volunteer Reading Tutoring: Research Summaries

Title:	When less may be more: A 2-year longitudinal evaluation of a volunteer tutoring program requiring minimal training
Authors:	(Baker, Gersten, & Keating, 2000)
Abstract:	Describes "Start Making a Reader Today" (SMART), a volunteer tutoring program that helps 1 st and 2 nd grade students at risk of reading difficulties. Adult volunteers tutored students in the experimental group in 30-min sessions 2 times per week for 2 years. Finds that the program improved students' word reading, reading fluency, and word comprehension, though level of performance at end of second grade was still much lower than that of average-achieving students. Discusses issues regarding volunteer training and involvement. (SR)
Comments:	<p>Students: First and second graders at risk of reading difficulties.</p> <p>Volunteers: Primarily recruited from the business community.</p> <p>Training: An initial training session is held at the beginning of the year. The training lasts 1-2 hours, during which 20-40 minutes is devoted to actual reading strategies to be used with students. The remaining time goes to orientation and discussion of logistical issues.</p> <p>Strategy: Volunteers are encouraged to increase students' interests in reading, making it fun, asking them questions about reading, taking turns reading, making predictions about the story, relating content to child's life, etc.</p> <p>Each school has a half-time SMART coordinator, usually AmeriCorps volunteers or instructional assistants. Coordinator training amounts to 1 full day per year.</p> <p>Results were statistically significant on most measures of reading. The performance of students in SMART was statistically higher than was the performance of students in a randomly assigned, matched comparison sample. Statistically significant differences were found on three aspects of reading: word reading, reading fluency, and word comprehension (i.e. reading vocabulary). The impact of the intervention on passage comprehension was not statistically significant but the difference favored the SMART group ($p=.07$).</p> <p>Effect sizes on all reading measures indicated the impact was at the level of educational importance. Effect sizes ranged from a low of .32 on reading comprehension to a high of .53 on the second grade passage of oral reading fluency. Taken together the analysis indicated that SMART had a clear, positive impact on the reading achievement of students who received tutoring.</p> <p>www.mytownnet.com/projects/OR/smart/smart.htm;</p>

Title:	How Effective Are One-to-One Tutoring Programs in Reading for Elementary Students at Risk for Reading Failure? A Meta-Analysis of the Intervention Research
Authors:	(Elbaum, Vaughn, Hughes, & Watson Moody, 2000)
Abstract:	A meta-analysis of supplemental, adult-instructed, one-to-one reading interventions for elementary students at risk for reading failure was conducted. Reading outcomes for 42 samples of students (N= 1,539) investigated in 29 studies reported between 1975 and 1998 had a mean weighted effect size of 0.41 when compared with controls. Interventions that used trained volunteers or college students were highly effective. For Reading Recovery interventions, effects for students identified as discontinued were substantial, whereas effects for students identified as not discontinued were not significantly different from zero. Two studies comparing one-to-one with small-group supplemental instruction showed no advantage for the one-to-one programs.
Comments:	<p>The tutors whose students made the greatest gains as a result of one-to-one instruction were college students. Students' grade level was significantly associated with the variation in effect sizes. Mean effects for all except the oldest students were in the moderate range ($d= 0.37-0.49$).</p> <p>The synthesis contrasted a one-to-one with a small-group intervention. In both cases, the one-to-one intervention was Reading Recovery. The mean within-study effect sizes for these studies were -0.12 and 0.05, indicating that the small-group interventions (one of which was based on Reading Recovery) achieved outcomes comparable to those of standard, one-to-one Reading Recovery while serving 3–4 times the number of students per instructor.</p> <p>The meta-analysis revealed that college students and trained, reliable community volunteers were able to provide significant help to struggling readers. This finding suggests that it may be possible to reduce the cost of providing effective, supplemental, one-to-one instruction to students at risk for reading failure. Alternatively, the number of children to whom schools provide supplemental, one-to-one tutoring can be greatly increased by having trained tutors work under the supervision of a qualified teacher or reading specialist.</p> <p><i>In sum, the findings of this meta-analysis support the argument that well-designed, reliably implemented, one-to-one interventions can make a significant contribution to improved reading outcomes for many students whose poor reading skills place them at risk for academic failure. Based on these findings, we recommend that schools give serious consideration to one-to-one reading interventions that use trained college students and volunteers and to intensive small-group interventions.</i></p>
URL:	http://www.nichcy.org/Research/Summaries/Pages/Abstract3.aspx

Title:	Becoming Successful Readers: A Volunteer Tutoring Program for Culturally Diverse Students
Authors:	(Moore-Hart & Karabenick, 2009; Wasik, 1998)
Abstract:	This study reports evidence that a structured volunteer tutoring program successfully increased culturally diverse students' reading/writing performance in six elementary schools. Specifically, the objectives of the volunteer tutoring program were to increase the reading performance of culturally diverse students' attitudes toward reading, and evaluate the programs overall efficacy.
Comments:	<p>Students: 167 culturally diverse students ranging in ages from 5 to 12 years in grades 1 to 5 at six elementary schools. Students were recommended for the program by their classroom teachers based on their performance in reading using each school's assessment system, teacher observations and informal reading inventories.</p> <p>Volunteers: Selected through interview process. All were AmeriCorps volunteers who attended a local university. They were also diverse with respect to culture and ranged in age from 19 to 50.</p> <p>Training: Volunteers attended 30 weekly training sessions distributed across the year. Tutors attended 30 weekly training sessions distributed across the year. During these 90-minute sessions, the project director and the literacy coordinator discussed tutoring procedures, demonstrated literacy-based strategies and techniques, and modeled literacy strategies, which the tutors practiced in small groups or through simulations. In order that tutors might become familiar with the reading process (Wasik, 1998) and comfortable with the tutoring program, they conducted these sessions frequently throughout the program. They further spent considerable time instructing tutors in the reading process and current research-based literacy strategies so the tutors might have background information regarding young children's literacy and learning (Wasik, 1998).</p> <p>Strategy: The goals of the tutoring sessions were to improve reading performance by providing time for reading and writing and to provide an enjoyable personal experience with reading and writing. After attending a minimum of two Instructional Seminars, tutors began conducting 30-minute one-to-one sessions with each of their tutees either two or four times per week, depending on the school. Whether conducted two or four times per week, the format for these sessions remained the same. During each 30-minute session, tutors read multicultural literature with the children and asked questions interactively for 15 to 20 minutes, following the paired reading strategies. Specifically, tutors learned that reading is a psycholinguistic process in which the reader constructs meaning through message-gaining and problem solving activities. Because meaning is derived from the interaction of the reader's unique background and text, they also learned how multicultural literature could be used to facilitate this interaction for culturally diverse students.</p> <p>Results: The results of the replication study were similar to the initial study warrants further confidence, especially for the strong recommendations that there should be four rather two tutoring sessions per week. The findings suggest that second and third graders benefit the most. This finding illustrates the importance of beginning tutoring at early ages.</p>
URL:	

Title:	Examining the Effects of New York Experience Corps(R) Program on Young Readers
Authors:	(Gattis et al., 2010)
Abstract:	There are hundreds of tutoring programs that utilize community volunteers being implemented across the country; however, there are few rigorous efforts to evaluate their effectiveness. This article presents findings on reading achievement from an evaluation of the New York City Experience Corps, a program that uses older volunteers to work with students in public elementary schools. Two hundred and eighty-eight first- and second-grade students participated in a pre-test/post-test two group design with randomization to assess the impact of the program on their reading abilities. Reading was assessed using the Phonological Awareness Literacy Screening (PALS) and Early Childhood Literacy Assessment System (ECLAS). Results indicate that Experience Corps is effective at improving reading scores. This study provides evidence that older volunteers can be successfully utilized to tutor young readers.
Comments:	<p>Students: The evaluation was limited to first and second graders with reading difficulties.</p> <p>Volunteers: Recruited from community. 95% African American, most were between the ages 65-74.</p> <p>Training: training is provided by EC staff (described earlier). All volunteers receive 2 weeks of classroom training (32 hours), which includes an introduction to the program. Book Buddies, lesson plans, and other materials. Next, there is an additional week of on-the-job training (16 hours), which includes shadowing of EC staff and other volunteers in the school. After placement with the students, EC staff provides ongoing assistance.</p> <p>Strategy: The tutors are trained to use the Book Buddies program to structure their sessions with the students. The Book Buddies Program includes four structured sessions each week in which students practice oral reading and work on phonemic awareness, alphabet, and phonics (word study), in addition to comprehension. Each 45-minute tutoring lesson includes rereading a familiar book for fluency, word study, writing for sounds, and learning a new book.</p> <p>Results: The findings of this evaluation indicate that the EC program is effective in improving reading performance, and they are very consistent with the meta-analysis assessing the effectiveness of adult-delivered, one-to-one tutoring (Elbaum et al., 2000). The magnitude of the reading improvements associated with the EC program, which range from .20-.49 on statistically significant findings, are substantial and even remarkable in that the intervention is implemented by community volunteers.</p>
URL:	

Title:	A reading apprenticeship for delayed primary readers
Authors:	(Knapp & Winsor, 1998)
Abstract:	Eight second- and third-grade delayed readers participated in a 10-week cognitive apprenticeship in reading, meeting three times a week to read student-chosen books with an adult volunteer reading partner, alternating lines or pages as the partner modeled reading strategies and fluent reading, helped with the decoding of difficult words, offered questions and explanations to clarify text meaning, and in other ways scaffolded the reading experience to enable the student to accomplish the authentic task of reading a personally interesting book beyond his or her independent capabilities. Compared to a group of matched controls, apprenticeship students made significantly larger gains in reading comprehension as measured by the KTEA and in classroom reading behaviors as observed by their teachers.
Comments:	<p>Students: Second and third grade delayed readers.</p> <p>Volunteers: Graduate students.</p> <p>Strategies: (a) The novice and the partner are jointly engaged in an authentic, personally chosen reading task. (b) The task involves alternately reading aloud to each other and commenting, as any two readers might, on what is read, so that the reading and thinking of both becomes audible and explicit. (c) The partner scaffolds the novice's reading to whatever degree necessary for him to achieve the task and enjoy it, participating in the reading as a nonjudgmental fellow reader. (d) The partner takes a "turn" at the task, both in order to keep it moving along and to model reading attitudes, skills, and strategies for the novice.</p> <p>Results: Results showed significant differences in favor of the apprenticeship students when compared to their matched controls in exactly the areas an intervention like the reading apprenticeship might be expected to affect most strongly. Specifically, apprenticeship students made significantly larger gains in reading comprehension as measured by the KTEA and in attitude toward reading as perceived by their teachers. That these differences were statistically significant at the $p < .05$ level is especially encouraging, given the short term (only ten weeks) of the intervention and the relatively small sample of students. Moreover, in cases where no significant difference was found, the trend was still in favor of the apprenticeship students.</p>
URL:	

Title:	Helping Low Readers in Grades 2 and 3: An After-School Volunteer Tutoring Program
Authors:	(Morris & Shaw)
Abstract:	Students were tutored 1 hr a day, 4 days a week, for 8 months by adult volunteers. The premise of the tutoring approach was that children who are having difficulty learning to read need the semantic and syntactic support offered by good stories written in natural (as opposed to formulaic) language and that children should be led to automatize basic one syllable spelling patterns as a means of building word knowledge. Tutoring involved (a) 15-20 min of easy contextualized reading at the student's instructional level, (b) 10-12 min of word study, (c) 15 min of writing, (d) 10-15 min easy reading in the trade books, (e) 5-10 min reading the student a good piece of literature, for example a fairy tale, fable, short picture book, or chapter from a longer book.

Comments:	<p>Students: Bottom one-third of the second and third grade readers in neighborhood public school.</p> <p>Volunteers: Recruited undergraduates, masters students from local university, suburban mothers, retirees.</p> <p>Training: On-the-job training, closely monitored in first weeks by supervisor. Volunteers observe supervisor reading to child for first two days and then discuss strategies with supervisor.</p> <p>Strategies: In recent years, supervisor (a trained reading specialist) has assumed more responsibility. They develop a lesson plan notebook for each child in her group. Volunteers use the notebook to plan specific tutoring activities for the day (reading, word sorting, partner writing etc.). Following the session the tutor jots down relevant comments about the child's performance for that day, and the comments are considered by the supervisor in planning the next lesson.</p> <p>Results: Results in the 2-year study show that the Howard Street Tutoring Program was successful in helping "at-risk" primary- grade children learn to read. One-third of the tutored children made accelerated growth in reading, moving this group, by ability, back into the educational "main- stream" of their public school classrooms. Another 30% of the tutored children gained a full year in reading.</p>
URL:	

Title:	Longitudinal Effect of a Volunteer Tutoring Program on Reading Skills of Students Identified as At-Risk for Reading Failure: A Two-Year Follow-Up Study
Authors:	(Burns, Senesac, & Silberglitt, 2008)
Abstract:	<p>There is a recent interest in volunteer tutoring programs and research has suggested effectiveness in improving reading skills. Previous research found that the Help One Student to Succeed (HOSTS) volunteer tutoring program increased reading fluency and comprehension over a 5-month interval (Burns, Senesac, & Symington, 2004). The current study conducted a longitudinal examination of the HOSTS program by again assessing the reading skills of 100 elementary students who participated in the Burns et al. study. Results found that students who participated in the HOSTS program during the 2001-2002 school year significantly outperformed students in a control group in both reading fluency and comprehension. In addition, a hierarchical linear modeling of reading quotients between December 2001 and May 2004 found that the HOSTS students demonstrated significantly greater growth than the control students.</p>

Comments:	<p>Students: The Burns et al. (2004) study recruited students who scored below the 25th percentile on district reading assessments during the 2001-2002 school year to be participants. Used 100 first through sixth graders.</p> <p>Volunteers: Volunteer tutors for the HOSTS program are recruited from various community resources including businesses, churches, police officers, firefighters, civic groups, parents, retirees, and occasionally high-school students.</p> <p>Training: After identifying the tutors, each receives 2 hours of initial training by the HOSTS teacher/coordinator on ways to establish a positive relationship with the student and strategies for teaching a lesson including modeling, encouraging self-evaluation and reflection, and positive reinforcement. Additional training is provided as needed by the teacher/coordinator.</p> <p>Strategy: Each student is assessed to determine literacy strengths, needs, and interests for which personalized interventions are computer-generated. The supervising teacher then selects from these resources and activities tailored to the individual student in designing daily and weekly lesson plans that are followed by the tutor.</p> <p>The student tuttee in the HOSTS program receives tutoring in 30-minute sessions on Monday through Thursday possibly with different tutors each day. Having various tutors is viewed as beneficial because each brings different experiences as a role model (HOSTS, 2002).</p> <p>HOSTS supplements the regular curriculum and incorporates a web-based learning system that aligns with state and local learning standards.</p> <p>Results: Results suggested that the HOSTS students demonstrated higher fluency, comprehension, and reading progress.</p>
URL:	

Title:	The Effectiveness of Adult Volunteer Tutoring on Reading among "At Risk" First Grade Children.
Authors:	(Rimm-Kaufman, Kagan, & Byers, 1999)
Abstract:	Examines effectiveness of a reading tutoring program for at-risk first-grade students. Notes that students in the tutoring group met one-on-one with a trained community volunteer who tutored the child three times a week for 45 minutes each session. Finds that students who were tutored performed higher on measures of letter identification and overall reading compared to a control group.

Comments:	<p>Students: The subjects were 42 first-graders ranging in age from five and one-half to seven years. The subjects were all entering one of the 13 first grade classrooms at one of six schools. Students were approximately 20th percentile in pre-reading skills for their class.</p> <p>Volunteers: Tutors were volunteers from the community. Most of the tutors were retired, all were over the age of 60, and almost half of these tutors had worked as teachers prior to their retirement. The tutors received extensive initial training and ongoing support. Two program coordinators, both professional early childhood educators, developed an early literacy educational program for the tutors.</p> <p>Training: Two times each month, all the tutors met with program coordinators trained in early education. The program coordinators provided an ongoing educational program for the tutors consisting of reading, presentations, and group discussions.</p> <p>The tutors attended five training sessions prior to the commencement of tutoring. The coordinators taught introductory material on child learning, language development, and literacy acquisition. Tutors were taught to observe children's behavior and to monitor their progress on following directions and learning to read. Coordinators instructed the tutors on how to choose developmentally appropriate books and incorporate library use into tutoring sessions. The coordinators also discussed the relationships that influence the child's literacy acquisition, and provided strategies to foster relationships among teachers, parents, siblings, and the study child.</p> <p>Strategy: The program used in the present study utilized a comprehensive reading model taught by highly-motivated, well-trained volunteer tutors. Because the tutors were volunteers, this program was relatively inexpensive compared to those involving certified reading teachers. The tutors emphasized reading for meaning versus simply decoding. Children were taught to make associations between print and pictures, and, later, tutored to understand that pictures could be replaced by words to convey meaning. Phonetics were taught within the context of stories, then subsequently practiced separately in games and other activities.</p> <p>Results: The tutoring experience had a positive, but modest effect. Hypothetically, if such a program were implemented with 100 children, improvement could be expected in letter identification and reading in approximately 30 tutored children, but in only half as many control children. These findings support the contention that one-to-one tutoring may enhance children's reading ability. Further, these results demonstrate the effectiveness of a relatively inexpensive approach to enhancing children's literacy acquisition.</p>
URL:	

Title:	Reading Buddies: a first-grade intervention program
Authors:	(Caserta-Henry, 1996)
Abstract:	Reading Buddies is a first-grade intervention program in which high school students provided one-on-one tutoring in reading, writing, and word study. The first-grade students selected for the program were perceived by their teachers to be significantly behind in their reading, writing, and spelling development. The high school students were selected on the basis of their interest, their willingness to make a seven-month commitment to the program, and a requirement that they participate in ongoing training during the year. The tutoring format consisted of reading a new book each week that was predictable and easy, rereading a familiar story from the previous week, writing in a journal at least twice a week, and doing word study activities once or twice a week. At the end the school year, all of the first-grade students demonstrated growth based on their developmental spelling tests, writing samples, and teacher observation.
Comments:	<p>Students: First graders who are at risk in reading ability.</p> <p>Volunteers: Recruited high school students. Benefits of using high school students would be bi-directional. High school students have the opportunity to find out if they enjoy working with young children. Also, they would get valuable experience in teaching and reading, writing and spelling. Tutors were one-on-one with first grade students.</p> <p>Strategy: Activities included: (1) Reading a new book each week that was predictable and easy. (2) Rereading a familiar story from the previous week. (3) Writing a journal at least twice a week. (4) Doing word study activities once or twice a week.</p> <p>Results: Results were encouraging. Of the 16 students that had originally started the program, all had demonstrated growth based on their developmental spelling tests, writing samples, and teacher observations. More importantly, all of the first graders had a more positive attitude towards reading and felt better about themselves as readers and writers.</p>
URL:	

Title:	Preventing early reading failure with one-to-one tutoring: A review of five programs
Authors:	(Wasik & Slavin, 1993)
Abstract:	Reviews 16 studies of 5 1-to-one tutoring models (Reading Recovery, Success for All, Prevention of Learning Disabilities, the Wallach Tutoring Program, and Programmed Tutorial Reading) used with at-risk first graders. Finds (1) substantial positive effects of tutoring; (2) effects of tutoring are generally lasting; and (3) results were more positive when certified teachers were used. (RS)
Comments:	
URL:	http://www.successforall.net/_images/pdfs/tutoring.htm

Title:	Kids in the Tutor Seat: Building Schools' Capacity to Help Struggling Readers through a Cross-Age Peer-Tutoring Program
Authors:	(Wright & Cleary, 2006)
Abstract:	Increasingly, elementary schools across America are adopting prereferral intervention models that follow a structured problem-solving consultation process to reduce referrals to special education and to improve student academic outcomes. One feasible and affordable systems-level solution for a school that must deliver reading interventions of high quality to many children is an effective cross-age peer-tutoring program. The present study examines the impact of a school-based peer-tutoring intervention on the fluency of delayed readers in an urban school district. A peer-tutoring program was implemented across four elementary schools, with a total of 27 tutors and 27 tutees. Tutors and tutees were monitored weekly using CBM oral reading-fluency probes, and treatment integrity checks were conducted periodically on all tutor pairs. While both tutors and tutees showed increases in reading fluency during the program, students receiving tutoring made substantially greater gains than did tutors. The article provides guidelines for implementing an effective cross-age peer-tutoring program in a range of school settings. Reprinted by permission of the publisher.
Comments:	
URL:	

Title:	Reading Together: A Study of the Impact of Volunteer Tutoring Programs on the Reading Achievements of Second and Third Graders.
Authors:	(Sekar, 2002)
Abstract:	A study was conducted to ascertain the relationship between volunteer reading tutors and the reading scores of the tutored students in the primary grades. Two groups of children were studied (N=33), and their progress in reading was observed over a period of six months. One group of children from an urban public school worked with a volunteer group, while the other group from an urban private school had no volunteer tutors. The public school children were tutored by members of the RSVP (Retired Senior Volunteer Program) of Senior Citizens, Inc, participating in the FLIP (Friends Learning in Pairs) program. FLIP tutors worked one-on-one with children in Grades K-3 who would benefit from additional help with their reading and comprehension skills. A FLIP tutor worked with the children for at least one 30-minute session per week, during school hours. Children under study in both schools, limited to second and third graders, were selected by the classroom teachers on the basis of need. Study was also limited to the Accelerated Reader Program, and assessment scores generated by the that program were used. Data were collected with the help of the school librarians and confined to the period from September 1, 2001 to February 28, 2002. Data obtained were interval in nature. An average of the total scores, total number of books read, and the frequency of reading was obtained for the period mentioned above, and these averages were analyzed using a 2-way ANOVA. Gains in reading scores were computed using the STAR scores and analyzed with a 1-way ANOVA.
Comments:	No Full Text

Title:	Improving children's reading ability through volunteer reading tutoring programs
Authors:	(Invernizzi & Quелlette, 2001)
Abstract:	This document describes the use of volunteer reading tutoring programs to improve children's reading ability. Volunteer programs aim to instill a love of books and learning in disadvantaged children. Research shows that children participating in these programs achieve academic gains and increase their self-confidence. Quality, reading tutoring programs contain 4 common elements: training for volunteers, assessment-based instruction, structured reading sessions, and an onsite coordinator. Early intervention can reduce the percentage of children with reading deficits from the current 20-25% to 5% or fewer.
Comments:	No Full Text
URL:	http://nccic.acf.hhs.gov/node/24617

Title:	On the Road to Reading: A Guide for Community Partners
Authors:	(Koralek & Collins, 1997)
Abstract:	On the Road to Reading: A Guide for Community Partners addresses the essential knowledge and skills needed to support the America Reads Challenge or to implement any literacy development program for children from preschool through grade three. The Guide introduces a range of topics of interest to individuals who want to contribute to initiatives that promote children's reading.
Comments:	Chapter 5, "Building Community Partnerships," describes the America Reads Challenge, discusses collaborating with work-study programs, and provides contact information for programs supporting children's literacy development. Chapter 6, "Developing a Tutoring Program," describes the characteristics of effective tutoring programs and discusses eight steps to developing a tutoring program: (1) assess need; (2) define mission; (3) set goals and objectives; (4) create tutoring program partnerships; (5) design program design; (6) select/adapt curriculum; (7) support tutors; and (8) implement the plan.
URL:	http://www2.ed.gov/pubs/RoadtoRead/roadtoread.pdf

Title:	Literacy Tutoring That Works: A Look at Successful In-School, After-School, and Summer Programs
Authors:	(Richards, 2009)
Abstract:	<p>Presents principles for designing effective tutoring programs in school, after school, and during the summer. They outline their programs and supply evidence that their tutoring initiatives benefit students' literacy development. Most important, the authors clearly explain their work so that their tutoring programs and research can be replicated.</p> <p>The volume provides a framework for education faculty, preservice teachers, and graduate students who want to coordinate a university or public school initiative. It also speaks to community volunteers and families engaged in literacy tutoring projects. And it offers information to classroom teachers, school administrators, reading coaches, and language arts supervisors who want to engage in literacy tutoring projects.</p>
Comments:	
URL:	http://www.curriculumpress.edu.au/main/goproduct/12857

Title:	The effectiveness of volunteer tutoring programs for elementary and middle school students: A meta-analysis
Authors:	(Ritter, Barnett, Denny, & Albin, 2009)
Abstract:	This meta-analysis assesses the effectiveness of volunteer tutoring programs for improving the academic skills of students enrolled in public schools Grades K-8 in the United States and further investigates for whom and under what conditions tutoring can be effective. The authors found 21 studies (with 28 different study cohorts in those studies) reporting on randomized field trials to guide them in assessing the effectiveness of volunteer tutoring programs. Overall, the authors found volunteer tutoring has a positive effect on student achievement. With respect to particular subskills, students who work with volunteer tutors are likely to earn higher scores on assessments related to letters and words, oral fluency, and writing as compared to their peers who are not tutored.
Comments:	The central goal of this analysis was to examine whether a volunteer tutoring intervention represents a potentially effective strategy for improving academic skills for young students. The answer, according to the existing set of randomized field trials, is a qualified yes. Participation in a volunteer tutoring program results in improved overall reading measures of approximately one third of a standard deviation. With respect to particular subskills, students who work with volunteer tutors are likely to earn higher scores on assessments related to letters and words, oral fluency, and writing as compared to their peers who were not tutored. The effect sizes connected to these outcome domains were relatively consistent, ranging from 0.26 to 0.45. The majority of the studies reviewed here evaluated reading-focused programs delivered to primary-age students. <i>Programs did not have to be highly structured to have positive effects, nor did they have to use a particular type of person as a tutor.</i>
URL:	http://rer.sagepub.com/content/79/1/3.abstract

Title:	Volunteer tutoring programs in reading
Authors:	(Wasik, 1998)
Abstract:	The America Reads Challenge Act of 1997 makes a national commitment to the goal that every child will read independently and well by the end of the third grade. The primary means of achieving this goal are to place 1 million volunteers in schools to tutor children in reading. This article reviews both the quantitative and qualitative findings of 17 programs/studies in volunteer tutoring. Only 3 of the programs had an evaluation comparing equivalent treatment and comparison groups to determine the effectiveness of the programs. Five of the programs had no evaluations at all. The limited research does indicate that volunteers can be successful if they are trained and follow specific guidelines. Important aspects of volunteer tutoring programs are summarized. Considerably more research needs to be done to ensure that tutoring by volunteers will result in meaningful benefits to children.

Comments:	Wasik (1998) and Gordon (2003) observed that poorly trained and inexperienced tutors might present more problems than solutions if they discourage struggling readers or hinder their progress. In another study investigating two volunteer tutoring programs, Worthy, Prater, and Pennington (2003) cautioned those desiring to start tutoring programs. They advocated a need to (a) carefully screen tutors for interest and commitment to the program, (b) provide specialized tutor training for challenged readers, (c) consistently supervise tutors, (d) maintain low tutor-to-supervisor ratios, and (e) involve schools and teachers in the development of the tutoring program from the beginning. In her review of successful tutoring programs, Wasik (1997) similarly promotes the need to provide a certified teacher to coordinate the program, continuous feedback to the tutors on their tutoring sessions, high-quality training for the tutors, and structured tutoring sessions.
URL:	

Title:	Using the right design to get the ‘wrong’ answer? Results of a random assignment evaluation of a volunteer tutoring programme
Authors:	(Ritter & Maynard, 2008)
Abstract:	Academically focused tutoring programs for young children have been promoted widely in the US in various forms as promising strategies for improving academic performance, particularly in reading and mathematics. A body of evidence shows the benefits of tutoring provided by certified, paid professionals; however, the evidence is less clear for tutoring programs staffed by adult volunteers or college students. In this article, we describe a relatively large-scale university-based program that creates tutoring partnerships between college-aged volunteers and students from surrounding elementary schools. We used a randomized trial to evaluate the effectiveness of this program for 196 students from 11 elementary schools over one school year, focusing on academic grades and standardized test scores, confidence in academic ability, motivation and school attendance. We discuss the null findings in order to inform the conditions under which student support programs can be successful.
Comments:	No Full Text
URL:	http://pierprofessional.metapress.com/content/3117jl282n605263/

Title:	Reading Programs that Work: A Review of Programs for Pre-kindergarten to 4th grade
Authors:	(Schacter, 2001)
Abstract:	Most children learn to read without difficulty, yet a surprising number face serious stumbling blocks. Why are some students failing to learn to read? What reading programs are proven to be effective? This 72-page publication tackles these two questions, joining the research behind why children fail to read with research on effective solutions to reverse this failure. Included in the reading report are analyses of 35 different reading programs and their impact on student achievement.
Comments:	
URL:	http://www.mff.org/pubs/ME279.pdf

Title:	Effective programs for struggling readers: A best-evidence synthesis
Authors:	(Slavin, Lake, Davis, & Madden, 2010)
Abstract:	This article reviews research on the achievement outcomes of alternative approaches for struggling readers ages 5–10 (US grades K-5): One-to-one tutoring, small-group tutorials, classroom instructional process approaches, and computer-assisted instruction. Study inclusion criteria included use of randomized or well-matched control groups, study duration of at least 12 weeks, and use of valid measures independent of treatments. A total of 97 studies met these criteria. The review concludes that one-to-one tutoring is very effective in improving reading performance. Tutoring models that focus on phonics obtain much better outcomes than others. Teachers are more effective than paraprofessionals and volunteers as tutors. Small-group, phonetic tutorials can be effective, but are not as effective as one-to-one phonetically focused tutoring. Classroom instructional process programs, especially cooperative learning, can have very positive effects for struggling readers. Computer-assisted instruction had few effects on reading. Taken together, the findings support a strong focus on improving classroom instruction and then providing one-to-one, phonetic tutoring to students who continue to experience difficulties.
Comments:	
URL:	http://www.bestevidence.org/word/strug_read_Jul_07_2009_sum.pdf

Title:	Teaching All Children to Read
Authors:	(Wallach & Wallach, 1976)
Abstract:	Students were tutored for 30 min, five times a week, for 30 weeks by community volunteers. First, students were taught to recognize sounds at the start of words, to recognize the shape of letters and to connect letter shapes with sounds. Second, students gained skill at recognizing and manipulating the sounds in words and blending sounds in the context of short, regularly spelled words. Third, students practiced applying previously acquired skills using regular classroom reading materials.
Comments:	No Full Text
URL:	

Title:	Reading Tutor Checklist: A Guide for Supplemental Reading Support for Volunteer Tutors
Authors:	(Al-Hazza & Gupta, 2006)
Abstract:	The authors recommend a reading tutoring lesson framework, in a checklist format, to guide volunteer tutors during tutoring sessions for children in elementary grades 1-3. The reading tutor checklist is intended to be used by literacy coaches, reading specialists, and classroom teachers to train literacy volunteers in schools. The checklist consists of 7 main components, with each section listing specific instructional strategies including (a) guided reading, (b) phonological awareness, (c) phonics, (d) word study and vocabulary development, (e) word recognition, (f) fluency and (g) writing. Additionally, the checklist allows for introduction of a new book in each session with review or rereading of a book from the previous session. Specific strategies listed under each component provide tutors a structure for teaching respective skills. The authors discuss the use of the checklist during tutor training, parent workshops, and reflection meetings. The tutor checklist provides a systematic framework for volunteers to assist children with a wide range of reading activities. The checklist also offers instructional guidelines for tutors to help at-risk learners to expand their literacy potential.
Comments:	No Full Text
URL:	

Title:	Using Noncertified Tutors to Work with At-Risk Readers: An Evidence-Based Model
Authors:	(Morris, 2006)
Abstract:	This article synthesizes results from 5 studies that used noncertified tutors to work with at-risk primary-grade readers. Each of the studies featured (1) twice-weekly tutoring lessons that included guided reading, word study, and reading for fluency; and (2) supervision of the tutoring by a knowledgeable reading teacher. Results from the 5 studies provided convergent evidence that noncertified reading tutors (community volunteers and teacher aides) can be effective with struggling readers. <i>However, their effectiveness was, in large part, due to the amount and quality of guidance they received from the supervising reading teacher.</i>
Comments:	No Full Text
URL:	

Title:	What Do Reading Tutors Do? A Naturalistic Study of More and Less Experienced Tutors in Reading
Authors:	(Cromley, 2005)
Abstract:	Virtually every study of tutoring in reading has found it to be highly effective, but the reasons for its effectiveness are relatively unexplored. We built on a small body of research on the tutoring process in reading and a large body of research from other well-defined domains by collecting and analyzing verbal protocols from 3 more experienced and 3 less experienced volunteer tutors from preexisting dyads as they taught adults with decoding problems. It was found that more experienced tutors used significantly more cognitive scaffolding and significantly less motivational scaffolding than did less experienced tutors. Tutors were similar in their rates of question asking, content errors, and responses to student errors. We suggest some hypotheses for modeling in the design of a computer-based reading tutor and for training human tutors who teach decoding.
Comments:	Volunteers: Expert tutors articulate specific concepts, facts and procedures, or give helpful generalizations. Novice tutors refer to students' prior knowledge. Novice tutors also are sometimes too quick to give students the answers. Expert tutors scaffold by breaking down the problem and prompting, simplifying and asking open-ended questions. <i>More experienced tutors used a much higher proportion of cognitive scaffolding and, therefore, less instruction and motivational scaffolding than did the less experienced tutors. More experienced tutors create opportunities for students to be generative where students have the knowledge and skills to do so but provide instruction when students lack sufficient knowledge.</i>
URL:	

Title:	The Efficacy of Supplemental Early Literacy Instruction by Community-Based Tutors for Preschoolers Enrolled in Head Start
Authors:	(Nelson, Sanders, & Gonzalez, 2010)
Abstract:	The purpose of the current study was to test the efficacy of a supplemental phonological awareness focused intervention delivered by community-based paraeducators with preschool children (M = 4.73 years) in eight Head Start classrooms in the rural Midwest. Participating children were randomly assigned to small groups within classrooms, which were in turn were randomly assigned to receive either treatment or control (vocabulary-focused storybook reading) instruction in small groups for 20 min/day, 5 days/week, for 10 weeks (February-April). All instruction was delivered by community-based paraeducator tutors. At posttest, treatment students (n = 41) outperformed controls (n = 47) on measures of alphabetic knowledge (d = 1.22) and phonological awareness (d = 0.62). No significant differences between conditions were detected on print awareness or vocabulary. Overall, the results demonstrate that at-risk preschoolers benefit from community-based paraeducator implemented supplemental phonological awareness and alphabetic knowledge instruction.
Comments:	
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APPENDIX B

Key Points in Tutoring Elementary Readers

Source: The Corporation for National Service (1997) *On the Road to Reading: A Guide for Community Partners*

KEY POINTS IN THIS CHAPTER

- *Engaged readers are motivated, knowledgeable, strategic, and communicative.*
- *Engaged writers express creativity, tell stories, and share ideas.*
- *A tutor's first session with a child is an opportunity to begin forging a trusting and supportive relationship.*
- *Tutoring sessions should follow an agenda that is tailored to build on a child's interests and skills.*
- *A tutor's primary role is to support a child's reading and literacy development.*
- *Conditions of learning set the stage for children's success in reading and writing.*
- *Scaffolding provides just enough support to move a child forward in learning a new skill.*
- *Children who enjoy reading are likely to read more often and to continue improving their skills.*