

KEEPING CROSS-AGE TUTORING ALIVE:

Growing and Sustaining a School-Wide Tutoring Program

by

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INTRODUCTION

This handbook documents the achievements and challenges of Ruus Elementary School's third year of a cross-age tutoring program. During this year, cross-age tutoring effectively became a sustainable, school-wide program.

How did this happen? What have been our successes, and what have been our challenges? The cross-age tutoring program at Ruus developed out of a three-year collaboration between Ruus Elementary and Partners in School Innovation; now, at the conclusion of that collaboration, how can we ensure that the program is indeed sustainable? These are the questions that led us to write this handbook, in the belief that our documentation will help to ensure that the school continue deepening its cross-age tutoring program.

While cross-age tutoring got a late start this year (the first students started tutoring in November) ultimately it expanded greatly over last year. By the end of the year, XAT involved 25 (out of 31) teachers, 175 tutors, and 350 tutees. While we were all excited about the growth of the program, it also brought many challenges. As a result, we learned a lot about building and sustaining a project through all of the consuming and distracting things happening at any given time at a school. We learned that we ultimately need to find a balance between structure and flexibility. No one at Ruus wanted a XAT program in which there was only one way to be involved, yet at the same time it seemed that without some structured leadership it was not going to be sustainable. Especially in a year with a lot of teacher turnover and a high level of teacher stress, it was difficult to get XAT started and bring new people into it without some structure.

One step we made toward balancing flexibility and structure is that we began to formally articulate the different models of tutoring that teachers at Ruus were using. While any given teacher in the future may use one of these models or create his/her own, the articulation of models greatly increases our sense of XAT as a school-wide program as well as our ability to educate and involve newcomers in the program.

Evaluation showed that XAT has dramatic effects on tutees' literacy and should be considered an important literacy tool. The data we collected was for students who received one-on-one tutoring in reading and in spelling. This particular way of structuring tutoring, so that the tutee is getting consistent individual attention from a tutor, seems to have a particularly strong effect. Furthermore, we need to communicate about these effects of tutoring in order to further build and sustain teachers' interest.

We also learned from the evaluation that we need to build student leadership into XAT -- otherwise, tutors get bored and no longer benefit as much from the opportunity to be tutors. This was an area that we did not develop very much this year, but will be important for the sustainability of the program in the future.

Throughout the year, as we observed tutoring in action, coached tutors, and facilitated meetings among teachers, we noticed that communication between tutor teachers and tutee teachers is extremely important -- and unfortunately, often limited. Teachers need to make an explicit effort to meet to discuss how tutoring is going, particular needs of tutors, etc., in order to evaluate and change things as necessary. When this did happen, it helped connect both teachers to the tutors and helped keep the tutor teachers informed about what their students did when they tutored.

This handbook documents our observations, learnings, and suggestions for sustaining XAT. *Students Teaching Students* was written by Rachel Rosner, based on her experience starting the XAT program at Ruus. It covers the early history of the program, and gives detailed ideas about training students to be tutors, coaching them, reflecting with them, and recognizing them at the end of the year. While Rachel's work explored how one might start a XAT program and how to train tutors, this handbook will delve into how to build a XAT program into one that is school-wide and sustainable. First, we will discuss the different classroom models of tutoring. Then we will move into ideas for tutee teacher involvement in tutoring, teacher collaboration, and sustaining XAT in the future.

This handbook complements *Students Teaching Students*. Our hope is that taken together, they provide ideas, strategies, and resources which will help other start, grow, and deepen their own cross-age tutoring programs.

Since my students began tutoring, I've noticed an increase in responsibility, more motivation to be a "good" student, better awareness of their own learning, sense of belonging and buy-in to the school community.

-Ruus teacher

CLASSROOM MODELS OF TUTORING

How should a teacher structure cross-age tutoring for his/her students? There is no single answer. Tutoring may happen in many different ways and still be successful for the tutor, the tutee and all the teachers involved. In this section of the manual, we will describe the different models of tutoring that have been successful in the at Ruus Elementary School. There are benefits and drawbacks to each model. Each teacher should use a model that fits his/her needs and those of the students.

The first four models generally apply to the tutor teacher. The next three models describe the different ways a tutee teacher may set up tutoring in his/her classroom.

MODELS FOR THE TUTOR TEACHER

Whole Class, One Schedule

- *Would you like the opportunity to watch your antsy students transform into responsible young adults?*
- *Is reflecting with and training your class appealing to you?*
- *Would you like to see tutoring built into your schedule and your curriculum?*

In this model, the entire class tutors together at the same time each week. This enables the teacher to observe his/her students tutoring and to provide coaching both while the students are tutoring and back in the classroom. It also creates a built-in time for the tutor and tutee teachers to check in with one another about how the tutoring is going.

Since every student is returning from tutoring at the same time, the tutor teacher is able to lead the whole class in reflecting on their experience and trouble shooting when the students run into problems. In this model, consistent ongoing training and reflection, which research shows are crucial to the success of a tutoring program, are built into the curriculum. Tutors feel more supported and are more able to develop their tutoring skills as well as apply new skills to their own learning.

Another benefit to this model is that students may also be observers of their classmates during tutoring sessions. This hones their ability to recognize good and bad tutoring behaviors and gives them practice giving feedback to their classmates.

One of the challenges of this model is that it may be difficult to find placements for all the tutors at the same time. The easiest way to address this is to spread the tutors out in three or four classrooms. Another challenge is that, as tutoring is institutionalized in the regular weekly schedule, it might seem less “special” or exciting to students. therefore it is important to keep tutoring fun by making it a high profile activity, emphasizing student leadership and responsibility, planning periodic fun activities for tutors and tutees, and celebrating the tutors at the end of the year.

summary/example: whole class, one schedule

tutoring schedule: whole class at the same time 2x/week in various classrooms for 35 minutes each session

reflection/training: in class, 1x/week; journal writing in class once a week

communication with tutee teacher: during observations of tutoring

Whole Class, Multiple Schedules

- *Would you like everyone in your class to have the opportunity ~~tutor~~?*
- *Would your students benefit from the personal responsibility and privilege of tutoring?*

In this model, every student in the classroom has the opportunity to tutor, but they do not all tutor at the same time. Different shifts of tutors have their own tutoring schedules; it is their responsibility to remember to leave for tutoring and to make up the classwork that they miss. In this model, students are coming and going more than in others -- thus it works well for teachers who like to have more than one thing going on at once and who want to emphasize student responsibility.

There is a lot of flexibility in scheduling tutoring with this model. Various tutee teachers and classrooms may be involved, and tutors are free to go at times that are convenient for the tutee teacher.

However, this model does not release the tutor teacher to observe his/her students tutoring and to communicate with tutee teachers. The tutor and tutee teachers must make more of a concerted effort to communicate about what is going on in tutoring: what kinds of training and reflection sessions the tutors need, whether they are engaged or bored, etc. Collaboration between the teachers, while more difficult in this model, is essential.

summary/example: whole class, multiple schedules
tutoring schedule: whole class at different times 2,3x/week
reflection/training: in class, in collaboration with tutee teacher
communication with tutee teachers: cluster meetings, rap sessions, notes, 1:1 conversations

Tutoring in Shifts

- *Would you like to teach a consistent, small group of kids?*
- *Would you like to send a smaller group of tutors out and involve the entire class?*

This model can work with your entire class or just a smaller group of students who would like to tutor. For example, you may want the 4th graders in your 3rd/4th combination class to be tutors. The way this model works is that the tutor and tutee teachers set up times that are good for both of them, and then the tutor teacher sends out half her class (or group) to tutor one day and the rest of them another day. The two groups tutor the same students on an alternating basis. The tutor teacher may decide to strategically divide the tutors into skill or reading groups so that he/she has a consistent group to work with while the other group is tutoring.

One of the drawbacks may be that tutors do not get to tutor as long or build as deep a relationship with their tutees due to sharing tutoring time with their classmates. Also, in classes where not all of the students are tutoring, it becomes problematic to find time to reflect and provide training for the tutors.

Like the previous model, this one does not release the tutor teacher to observe his/her students tutoring. Therefore, the tutor and tutee teachers will need to make explicit, regular plans to communicate about tutoring.

summary/example: tutoring in shifts
tutoring: whole or part of class, sharing tutees on alternate days
reflection/training: in class, in collaboration with fewer tutee teachers
communication with tutee teachers: cluster, 1:1 conversations

A Few Good Tutors

- *Do you have a few students who are dying to tutor, or a few students who really could benefit from cross-age tutoring?*

If you answered yes to the above questions, then you should consider “A Few Good Tutors” model. In this model, teachers are willing to send out a few of their students to tutor a few times a week. The tutors are responsible for making up the classwork they miss while they are tutoring. Thus, one advantage of this model is that it demands that the tutors learn to be very responsible.

Because of the fewer number of tutors leaving the classroom, the rest of the class stays more or less intact for teaching purposes. Also, with the smaller number of tutors, come fewer journals to read, fewer teachers to talk with, and perhaps more personal interactions with the tutors regarding their experiences.

It is essential that these tutors continue to receive support from their teachers, even though the rest of the class is not involved. This helps to ensure a positive experience in tutoring. Training, reflection, and teacher collaboration will be more difficult in this model because it does not structure tutoring into the curriculum as do some of the other models.

summary/example: a few good tutors

tutoring: a few tutors tutor at various times

reflection/training: must be done at a time when teacher and students can get together (lunch or after school)

communication with tutee teachers: cluster, 1:1 conversations, easier because fewer teachers involved & fewer students

I have a student who was not a very good reader at all. She now thinks and tells others that she is a good reader. She is always sneaking a book in whenever she has a free moment.

Ruus teacher

MODELS FOR THE TUTEE TEACHER

One-to-One tutoring

- *Do you have a few students who could use intensive one on one help with a specific area?*
- *Would you like to work with a small group while tutors tutor the rest of your class?*
- *Would you like your students to experience having older buddies?*

As the title suggests, this model of tutoring involves matching up tutor and tutee together in pairs. The tutor and tutee should consistently work together throughout the year on appropriate academic work. According to research on cross age tutoring, this is really the most effective form of tutoring. The tutor and tutee are able to develop a relationship with one another that often goes beyond the classroom. Such a relationship has benefits for both tutor and tutee. The tutor is able to mark progress and growth in his/her tutee. The tutee has the opportunity to learn from an older friend whom s/he likes and trusts. Furthermore, the tutee teacher may be able to conference with the tutor with regard to that specific child, and together they may be able to design specific sessions to meet the tutee's needs.

One of the drawbacks to this tutoring structure is that without enough support and coaching, the tutor may become bored. But if the tutor that s/he is doing meaningful work with the tutee, s/he feels important enough to be engaged in the tutoring. It also may be necessary to change subjects or use some tutoring time to do some fun activities. Some teachers have also rotated tutors around, so they have opportunities to work with new tutees.

Stations

- *Do you have well-defined station activities that could use some older students to direct and help your students?*

In this model, the tutors are trained to be station leaders at various tables around the room. Their instructions are written out at the table, and their task is well-defined. The tutor interacts with many students, and his/her job is always different, so it never gets boring. The tutor may not develop deep relationships with the tutees, but his/her presence allows the teacher to work with other students. This is a very structured way of using tutors, and the students usually respond well to the explicit expectations.

Floater Tutors

- *Would you like your entire class to benefit from a few tutors?*

In this model, the tutors usually come into the classroom and rove around the room, helping those students who are having trouble keeping up with the lesson or completing their work. This model works especially well with Writer's Workshop Activities where the tutors act as editors for the students. The potential danger in this model is that tutors are sometimes without a clear focus and are unsure of what to do. In order to prevent this, some tutee teachers have written explicit instructions for the tutors to use while they float. Also, some tutee teachers have assigned each tutor to his/her own group of tutees for which s/he is responsible. With this added structure, tutors are better able to focus their attention on smaller groups of students and more specific tasks.

Being a tutor, I've learned about other people.

-Ruus student

LEARNING RELATIONSHIPS

A guiding philosophy behind cross-age tutoring is that learning occurs in relationship. Thus, tutoring has the greatest effects when it makes the most of the different learning relationships: between tutor and tutee, between teachers and students. We have already discussed the benefits of building student relationships through 1:1 tutoring, as well as the benefits of an active role for tutor teachers. In this section, we will further explore ways to build the relationships between tutors and tutees and ways for tutee teachers to get involved with their tutors.

WAYS TO BUILD TUTOR-TUTEE RELATIONSHIPS

As with any new or unfamiliar undertaking, using an inclusion activity or ice-breaker may help to lessen students' feelings of anxiety or discomfort. Incorporating "getting to know you activities" throughout the XAT program can also nurture stronger relationships between a tutor and tutee, perhaps encouraging tutors to internalize a greater sense of responsibility to both the program and to the tutees, while also building the tutees' trust in the young "teachers."

T-Mail

Some teachers may have had their students write b-mail (buddy-mail) to other students in their buddy classroom.¹ Prior to the first tutoring activity, tutors and tutees could similarly write t-mail (tutor-mail) to each other. Both tutees and tutors could write about what they expect and are looking forward to about tutoring. Tutors may continue the letter writing throughout the year by sending tutees encouraging letters before tests, presentations, or homework assignments related to subject matter with which the tutor has helped the tutee. Tutees could use t-mail to show appreciation for their tutors. Thus t-mail is one way that building relationships between students could also serve as a regular language arts activity.

¹ see *That's My Buddy*

Partner Interviews

Another activity which can help foster tutor-tutee relationships is the partner interview. This is a good thing to do the first time the tutor and tutee meet. Have them interview each other, asking questions ranging from the very simple “What’s your favorite thing to eat”, to the very reflective “What do you look forward to about tutoring”.²

Generally informal, this initial activity is meant to introduce tutors and tutees to each other in a relaxed environment. During this first encounter tutors can become more familiar with the physical layout of the room and get to know other students in the tutee’s class as well as the tutee teacher. Most importantly, the first visit and the getting to know you activity can sometimes set the tone for the rest of year -- use this moment to foster student excitement for tutoring.

Valentine's Day Cards

You can follow up on these initial getting-to-know-you exercises with other activities to strengthen relationships even further. For example, one teacher at Ruus had her sixth grade tutors write Valentine's Day cards to their tutees. They also made cookies for their tutees. An activity like this gives the tutors and tutees a chance to show their appreciation for each other, have fun, and vary the pace of tutoring.

Writing Valentine's Day cards can also be integrated into the tutor training curriculum. In one case, a teacher had been working on being encouraging in her trainings with the tutors. When she asked her students to write something they appreciated about their tutees in their cards, she directly tied a fun activity to the content of tutor training.

Of course, tutors can write cards to their tutees at all times of the year, not just Valentine's Day. And tutee teachers can similarly have their students write cards to acknowledge and appreciate their tutors. We often heard teachers talk about tutors becoming discouraged by difficult tutees or bored by work that seemed not very challenging. Letting tutors know that they are successful in influencing their tutees’ learning can help to maintain a consistent level of interest and enthusiasm for tutoring.

² Sample interview guide can be found in the Appendix A

WAYS TO BUILD TUTEE TEACHER-TUTOR RELATIONSHIPS

One of the lessons we learned this year is that there are tremendous benefits for students when the tutee teacher takes an active role with the tutors. Tutors sometimes get frustrated when their tutee is not paying attention or when it is difficult to engage the tutee in learning. It can be very helpful for a tutor in this kind of a situation if he/she feels that the tutee teacher is there to help. There are a number of things a tutee teacher can do to support tutors.

Tutor Training

While most tutor training occurs in the tutors' own classroom, there is a special role for the tutee teacher to play. Arrange a time to meet with the tutors -- lunch and prep periods work well. These meetings should provide a space to share particular tutoring strategies with the students, as well as a space for them to talk about their struggles with their tutees. Together, teacher and tutor can come up with some new ideas for how to approach the tutoring situation.

Specific training and support from the tutee teacher will help tutors apply general tutoring skills to the specific situations coming up for them in the act of tutoring. It will also help them to feel that the tutee teacher is there to support them. For lots of ideas about tutor training, *see Students Teaching Students*

Meaningful Tutoring Tasks

It is crucial that tutee teachers believe in the capabilities of the tutors who come to their rooms. If you only have tutors do busywork with their tutees, they will feel unappreciated and get bored. Make sure that the work you have tutors and tutees do together is not only fun but important. Consult with the tutors about the tutees' learning -- not only will they have insights that may be helpful, but your belief in them will be a big support as well.

Tutors can also write their own lesson plans. This helps get tutors engaged when things are starting to feel repetitive to them. The tutee teacher can encourage and support them to come up with their own ideas for how to work with their tutee. The more you give them meaningful work to do with the tutees and the more you consult with them about tutees' learning, the more tutors will feel important and engaged.

I learned that being a tutor is being important.

-Ruus student

WAYS TO BUILD TEACHER COMMUNICATION AND COLLABORATION

As cross-age tutoring expanded this year, we came to appreciate the value of regular teacher communication and collaboration. We believe that making communication and collaboration essential components of XAT will encourage further collaboration between teachers beyond XAT, give teachers opportunities to check up on student progress (both of tutors and tutees), and give teachers valuable reflection and planning time to devise solutions to current tutoring problems. By meeting and discussing with each other, teachers can come up with strategies to deepen and expand the existing program to meet the needs of more students. Teachers should collaborate on XAT on two levels: the level of the school and the level of teacher pairs or clusters.

School-Wide XAT Committee

On the school level, teachers need to plan for how to educate newcomers about tutoring, provide support in getting started, hold regular rap sessions, evaluate the project, and plan for the future. All this work is difficult to do in addition to teaching -- thus it is helpful if the school can agree to incorporate it into the regular governing or committee structure.

Rap Sessions

Rap sessions are informal discussions which give teachers a chance to share strategies and ideas, plan for the year, and possibly recruit other teachers into XAT. Teachers may have particular skills or techniques that they can share with others. For those teachers who are new to XAT, rap sessions offer a way to hear new ideas.

Rap sessions can be held for a variety of audiences and convened as often as possible. Holding a beginning of the year rap session, open to all teachers, is a good way to get teachers geared up for the coming year and help them to realize the wealth of resources they have in each other. During the year, teachers might use rap sessions to reflect, share progress reports, scheduling concerns, difficulties with certain students, and learn new strategies. If held regularly and strategically, rap sessions can nurture successful teacher communication and collaboration.

Teachers Pairs or Clusters

On the level of teacher pairs or clusters, consistent communication is difficult yet crucial. (A cluster includes a tutor teacher and the tutee teachers he/she works with. It may involve anywhere from 2 to 4 or 5 teachers.) Teacher pairs or clusters should get together before the start of the program to set goals, decide on a convenient tutoring schedule, plan for the first tutoring encounter, and identify dates for future check-ins. Research shows that this is a key element of a successful tutoring program.

Holding a first meeting for a teacher pair or cluster is also a time for tutee teachers to discuss the needs of tutees and the types of tutors (i.e. academic strengths, personality traits) that would work best with certain tutees. Tutor teachers may want to share any concerns about the growth areas of the tutors, informing the tutee teacher of students who may need more encouragement, for instance.

Teacher pairs should try to continue these meetings throughout the program as a way to make adjustments to scheduling, share student progress reports, and problem-solve. A tutor teacher whose students tutor in 4 different classrooms may have trouble scheduling weekly meetings with all 4 tutee teachers. One way to address this is to have cluster meetings in which the tutor teacher and 4 tutee teachers all meet at once.

At the very least, teacher pairs and/or clusters should agree on a communication system, something as basic as a shared journal or log. The logs can be as simple as a check-off sheet or as comprehensive as a journal, that gives teachers space for reflection. Teacher pairs should agree on a system to store, record, share and review the journals or logs.

I learned that I'm teaching someone to be better.

-Ruus student

EVALUATION

While teachers involved in XAT have sensed for a long time that XAT helps students gain confidence and learn, this year we decided to do an extensive evaluation of our program in order to find out just exactly what kinds of effects it is having on students, teachers, and the school. The evaluation proved to be very useful. It helped us to understand the strengths and the potential of our cross-age tutoring program, at the same time that it pointed to significant areas for improvement. The evaluation, as it turned out, became an important tool for ensuring the sustainability of our cross-age tutoring program.

METHODS

We began by brainstorming the questions we had about XAT -- what did we want to find out about the program? We ended up with three sets of questions: questions about how XAT is affecting tutors, questions about how XAT is affecting tutees, and questions about how XAT is affecting teachers. Using these questions as a guide, we developed the following surveys and questionnaires:³

³ The actual surveys are included as Appendix B

Tutor Teacher and Tutee Teacher Surveys -- These surveys asked teachers about how they used tutoring in their classroom, whether they thought it was making an academic or social skill difference for their students, and whether tutoring led them to incorporate new teaching strategies into their curriculum or to collaborate more with other teachers.

Student Surveys -- Geared at upper grade students, these surveys asked a series of self-esteem questions.

Parent Surveys -- We sent surveys home to parents of 6th graders who were currently tutoring. We wanted to know whether parents knew about tutoring and whether they saw any differences in their children's confidence, ability to make decisions, or sense of ownership of their learning.

Teacher evaluations of student progress: We asked a few tutor teachers and a few tutee teachers to fill out brief evaluations of all of their students, focusing on "affective" learning skills, such as problem-solving, eagerness, ownership of learning, etc.

In addition to these surveys, we collected the following academic data:

CAT-5 scores: We collected 6th grade standardized test scores for approximately 100 6th graders.

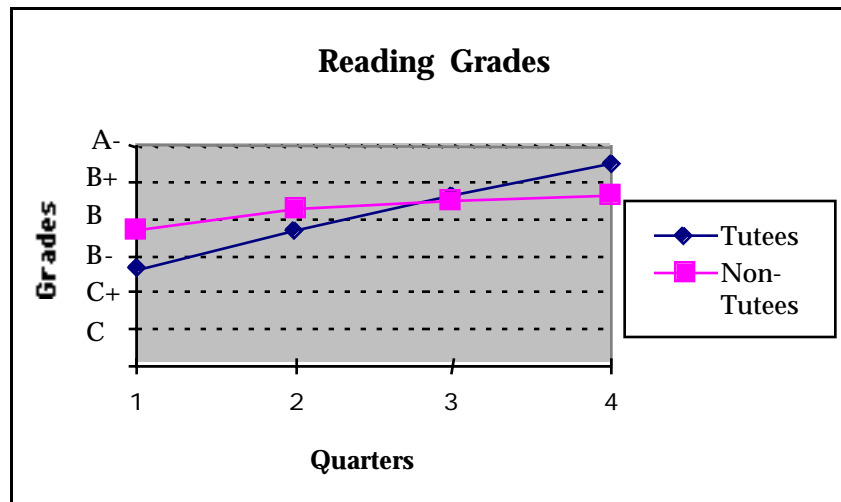
Grades: We collected this year's reading and spelling grades from classes in which some students received tutoring, in order to see whether those who had tutors showed greater improvement than those who did not have tutors.

RESULTS

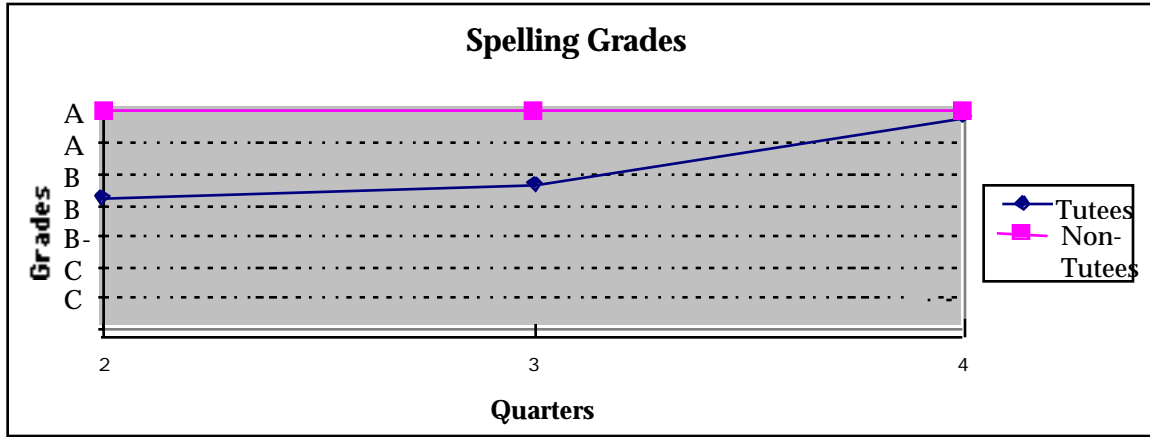
The evaluation produced three main insights. First, we found that tutoring can lead to dramatic academic learning gains for tutees. Second, we found that we need to do more to build student leadership into the program, especially for students in their second or third year of tutoring. Finally, we learned that XAT does not automatically lead teachers to collaborate more, and that we need to find new structures which will support teachers in collaborating.

Tutees

The most significant findings were those relating to tutee learning gains. Students who received tutoring started out, on average, below their peers in confidence and in actual reading grades. However, after receiving tutoring twice a week from an older student, they made striking gains and even surpassed their non-tutee peers.



The same pattern occurred for students tutored in spelling: they started out significantly lower in spelling than their peers who were not tutored, but when tutored they caught up. At the end of the year, all of these tutees were receiving A's in spelling (see graph next page).



All of the tutees included in this part of the evaluation were receiving one-to-one tutoring in reading and/or spelling. (Other students at the school received tutoring in groups or were tutored in other subjects. However, we can not say whether the effects of tutoring were the same in these other cases.)

What do we make of this information? It seems clear that one-to-one tutoring in reading and spelling leads to concrete, measurable, and rather dramatic academic improvement for the tutees. Older students make good teachers for their younger friends, and XAT is a powerful literacy tool.

Tutors

The data about the effects of tutoring on tutors is much less clear. We tried to look at the effects over 3 years; however, so many other influence kids' lives during a 3-year period that it is very difficult to separate out the role of being a tutor. As a result, when we compared data on students who had never tutored to those who had tutored for one, two or three years, we did not find particularly significant differences.

If anything, the slight trend in the data showed that the effects of tutoring are most significant for students in their first or second year of tutoring and drop off in the third year. We need to collect more data and do more analysis before we jump to any conclusions; however, it does seem useful at this point to consider why tutoring might be less powerful in the third year. Perhaps these data are telling us that we need to do more to build student leadership into the program, so that students in their third year of tutoring continue to feel important, responsible, challenged, and empowered.

The parent surveys showed that most parents (97%) knew their children were tutors. On average, parents report that they have seen "a little" difference in their children's ability to make decisions, their confidence, and their taking charge of

their own learning. While the difference they report is small, it is consistent and it is an important finding. It shows us that, at least to some extent, students who tutor do gain confidence and skills that they use in other arenas of their lives.

Teachers

Our data showed us that teachers believe that XAT leads them to incorporate new teaching strategies into their curriculum. However, it does NOT lead them to collaborate with other teachers more. This surprised us, given that XAT brings together students from different classrooms and requires teachers to cooperate with each other at least to some degree.

I learned to learn and have fun at the same time.

-Ruus student

IMPLICATIONS AND RECOMMENDATIONS

The evaluation helped us to assess the effects of tutoring and the areas in which the project needs development. We found that tutoring does indeed have dramatic positive effects for tutees -- a finding which should help sustain teachers' interest in XAT. We also learned that we need to build and sustain student interest and student benefits from tutoring in their third year, and that we need to encourage more teacher collaboration on XAT.

What do we make of this information? What can we do next year to capitalize on the strengths of XAT at the same time that we bring more student leadership and teacher collaboration into the project? The Big Picture Committee (Phil Newport, Linda Rayford, Sharon Bernstein and Alma Cho) considered these questions and made a few recommendations:

- 1) Create a XAT Committee as part of the school's regular committee structure. This committee would be responsible for informing and educating teachers about cross-age tutoring (especially new teachers), , planning rap sessions, planning a year-end recognition event for tutors, and running the Senior Tutor group. By making this work part of the school's existing committee structure, we can ensure that teachers will have time and space to collaborate on XAT.
- 2) Commit staff release time to XAT, in order to give teachers more time to observe tutoring in action and to meet with one another.
- 3) Share the good news about the positive effects of tutoring on tutee learning.
- 4) Increase the recognition, responsibility and leadership of the tutors. This includes encouraging and teaching all tutors to come up with their own lesson plans and take personal initiative in their tutoring. It also includes developing the potential of the Senior Tutors (a leadership group of students who have tutored at least 2 years). Senior tutors can train other students to tutor, observe each other tutoring and give each other feedback, and/or publish a tutoring newsletter.

These recommendations, based on the evaluation of our program at Ruus, also have wider implications for building a cross-age tutoring program into one that is school-wide and sustainable. Making a program school-wide means that it becomes part of the school structure. It no longer lives only in the classrooms of a few teachers, but lives with the school as a whole. Our hope is that this handbook has provided some ideas for how to structure leadership of a cross-age tutoring program into the work of the school, some of the ways teachers can structure tutoring in their classrooms, and how evaluation can be used as a powerful tool for making any program sustainable.

Good luck