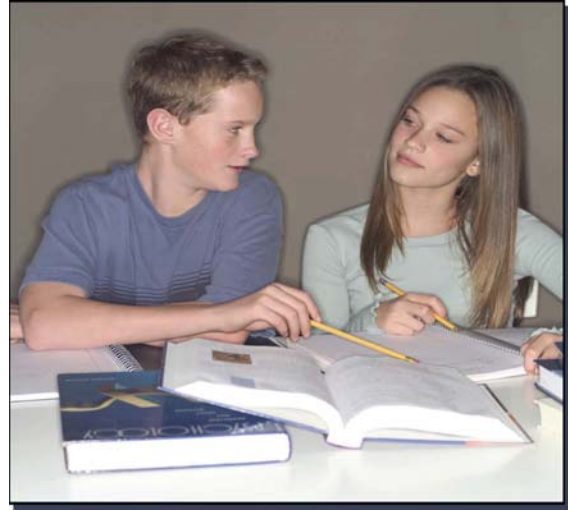


Peer Tutoring Work Experience Grants Available

Each year during the Spring semester, the Northwest Tennessee Workforce Board issues a Request for Proposal for school systems/other organizations that are interested in providing peer-to-peer tutoring in their high schools/centers. Through this program, eligible students who are academically successful and economically disadvantaged have the opportunity to earn a wage while gaining valuable work experience in an academic setting.

Peer tutoring is an instructional strategy that consists of pairing students together to learn. Many benefits for both the tutor and the tutee have been shown in peer tutoring programs: learning of academic skills, development of appropriate social skills, and enhancement of peer relations. Additionally, peer tutoring before and after school allows for the accommodation of a variety of diverse learners, including students with learning disabilities.

The 2008-2009 School Year will be the third year of funding for the Peer Tutoring Work Experience Program. "The Northwest Tennessee Workforce Board's Peer Tutoring program is unique in Tennessee for Workforce Development," states Director Henry Lewis. "We feel that funding work experience programs for academically successful low income high school students is a beneficial use of federal workforce dollars. The Board looks forward to supporting additional school systems' and organizations' efforts in starting a Peer Tutoring Work Experience this coming school year."



Through the Peer Tutoring Work Experience grant, the Workforce Board provides initial training for both the Master Tutor/Supervisor and the tutors. In addition, the grant pays the salaries for before or after school hours worked by the Master Tutor and the wages for the peer tutors. In return, school systems provide a certified teacher or counselor as a Master Tutor/Supervisor to recruit qualified and eligible peer tutors, market the tutoring program, and oversee the actual tutoring. The students who work together are looked upon to accomplish common goals and to work to achieve mastery of the information they will be sharing.

**If you are interested in learning more about how your school system can apply for grant funding for this academically beneficial program, contact
Lori Marberry
731-286-3585 ext 15
Marberry@nwtworks.org.**



The Keys to Successful Peer Tutoring...

A peer-tutoring program will be successful only if it is well organized and coordinated. This guideline is provided for new schools/organizations thinking about starting a Peer Tutoring Work Experience Program to ensure that the program is built upon a firm and lasting foundation.

Clearly Define Staff Responsibilities for Program

An effective Peer Tutoring Work Experience Program requires that adults in the school share responsibility for implementing the program. The tutoring program Master Tutor/Supervisor, school administrator, and teachers with students enrolled in the program all have important obligations to fulfill. Each of these key figures should understand in advance what duties would be expected of them and agree to do their part.

Principal

The Peer Tutoring Work Experience Program will not succeed unless the school principal fully supports it. In addition to giving verbal support, though, the principal should be ready as needed to:

- Assist the tutoring program supervisor to find space and locate materials needed for tutoring.
- Encourage teachers to nominate students to serve as tutors or tutees.
- Work to remove any unexpected roadblocks that threaten to interfere with peer tutoring.
- Build staff and community support for the program by acting as a public 'cheerleader'.

Master Tutor/Supervisor

The supervisor of the peer-tutoring program must be prepared to:

- Work with the school administrator to locate space and materials needed for the tutoring program.
- Recruit academically successful, economically disadvantaged tutors in key subject areas.
- Work with the Workforce Board staff to collect necessary paperwork from students and parents.
- Match up tutors and tutees.
- Observe student tutoring sessions occasionally to guarantee quality control.
- Monitor tutors and tutees to track the effectiveness of the tutoring program.
- Maintain records of attendance and grades for reporting to the Workforce Board.

Teachers of Student Tutors & Tutees

Teachers play an important role in making a tutoring program successful by:

- Assisting the Master Tutor/Supervisor with recruitment of tutors and tutees.
- Recommending students for out of school time tutoring.
- Acting as a public 'cheerleader' for the program with students, parents, and administrators.

Select Students That Will Benefit From Peer Tutoring

A wide range of children can benefit from participation in a Peer Tutoring Work Experience Program, whether they are tutors or tutees. The program is most likely to be successful, though, when students are selected who display good conduct, show motivation and investment to participate in peer tutoring, and possess strong skills in the subject being tutored.

Helping Teachers to Select Appropriate Peer Tutors & Tutees

The Master Tutor/Supervisor can guide teachers to choose students from their classrooms who are likely to make the most suitable tutors or tutees. It could be helpful to have a brief initial workshop or in-service to provide an overview of the peer tutoring program. Such a presentation could be presented to small groups of teachers or to an entire faculty. It might include a description of:

- The goals of peer tutoring
- Selection criteria for tutors and tutees
- Teacher, student, and program supervisor responsibilities in the program

Reasons Why Peer Tutoring is Successful

- Students feel more comfortable asking questions in small groups rather than large classes.
- Peer tutors have often experienced the same difficulties and can help students through the learning process.
- Meeting with the same peer tutor throughout the semester provides continuity and consistency to the assistance given.
- Tutors help students develop and improve their study skills and learning strategies, as well as, their self-confidence with regard to course material.
- Though one should not consider a peer tutor to be a replacement for the teacher, some students work best in the absence of authority.