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Tutoring as an Initial Field Experience for First-Year Education Majors

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LOYOLA UNIVERSITY CHICAGO

TUTORING AS AN INITIAL FIELD EXPERIENCE
FOR FIRST-YEAR EDUCATION MAJORS

A THESIS SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
MASTER OF ARTS

DEPARTMENT OF CURRICULUM AND INSTRUCTION

BY

BERNARDIEN AUSTIN

CHICAGO, ILLINOIS
MAY 1992
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CHAPTER I

INTRODUCTION

In recent years national attention has been focused on how best to prepare teachers. One of the common threads of the change proposals is that candidates for teaching need more frequent exposure to school-age children and classrooms. Although many early experiences include observation, they lack direct child contact or supervision. Consequently, the experiences that are provided often lack quality and fail to assist the undergraduate student in the recognition of the societal factors which affect learning in diverse cultural settings and in the selection of teaching strategies which facilitate learning.

Recently, teacher education faculty at Loyola University have noted that many teacher candidates possess limited experiences with K - 12 urban learners. Consequently, the issues and effects of home, society, and peer pressure on learning are classroom theories which bear little relationship to reality for many of these prospective teachers.

Although Loyola-educated student teachers, as a group, received high marks from their field-based supervisors, critics of the teacher education program vary both in terms of their assessment of the quality of the Loyola Teacher Education Program
as well as in terms of how this program should be changed and what purposes change should address. Concurrent need for review, stimulated by the national teacher education reform movement and the upcoming National College Accreditation of Teacher Education and Illinois State reaccreditation processes, provided an opportunity to review the Loyola University Teacher Education Program. Feedback from college-based supervisors indicates that many field-based supervisors are concerned because Loyola pre-service teachers seem to possess limited experiences with school-age young people prior to the student teaching experience which occurs in the final semester of the teacher preparation program. To date, no systematic mechanism for regular program modification based on feedback from graduates has been established.

Even though the state of Illinois requires all education majors to complete 100 clock hours of clinical observation prior to student teaching, for many education majors, clinical observation is their first intensive contact with K-12 learners and their classrooms. Results from a random sampling of 100 pre-service teacher applications for student teaching between 1988 and 1991 are indicated in Table 1.

During the 1988-89 academic year, informal interviews with several elementary education students revealed their desire to receive more practical teaching experiences earlier in their teacher preparation programs. A Curriculum and Human Resource Development (CHRD) department survey mailed to persons who completed student teaching between 1985 and 1988 identified lesson planning, classroom management,
teacher modeling, and lack of cohort contact as areas requiring increased attention prior
to and/or during student teaching.¹

Table 1

DIRECT EXPERIENCE WITH SCHOOL-AGE YOUTH

PRIOR TO CLINICAL OBSERVATION

<table>
<thead>
<tr>
<th>%</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>No prior experience</td>
</tr>
<tr>
<td>50%</td>
<td>Occasional baby sitting</td>
</tr>
<tr>
<td>10%</td>
<td>Summer employment (camp counselor, day care, etc.)</td>
</tr>
<tr>
<td>3%</td>
<td>Regular part-time employment working with school-age children</td>
</tr>
<tr>
<td>3%</td>
<td>Experience with children of diverse cultures or special needs</td>
</tr>
</tbody>
</table>

Furthermore, interviews with many future teachers revealed that these pre-
service teachers selected education as a major because they were unable to identify a
particular career path; and teaching looked easy. This late career decision was one
cause that limited their early contact with young people. Some education students even
said that their advisors in the College of Arts and Sciences advised them into education
because it was not as academically challenging as other majors. Because these
undergraduates previously had not considered education as a career, their contact with

¹ CHRD survey as reported in fall, 1989, CHRD department minutes.
school-age youngsters was limited or non-existent.

As a cohort, these future teachers lacked practical experience with learner characteristics by age, ethnicity, socio-economic groups, sex, and content areas. Consideration of this scenario raised the question: "How, where, and when can these prospective teachers have an opportunity to develop appropriate strategies and techniques for working with K - 12 learners?"

Review of the teacher education curriculum indicated professionl development courses lacked a systematic sequenced approach. Methods experiences were structured. However, students were not required to enroll in these courses concurrently, and there was no established sequence for enrollment in these methods courses if they were not completed concurrently. Classroom management skills, lesson planning and other content, common to all subjects, were assumed to have been taught in methods classes, but seldom were reflected in course syllabi.

Although the Office of Teacher Education provides written criteria for the field component of the methods experience and for student teaching, varied preparation of pre-service teachers resulted from the lack of sequenced requirements. When coupled with limited experiences with diverse school-age populations and lack of in-servicing for personnel at receiving sites, the current field-based methods experiences proved less than optimal for many education students.

As a response to student requests for earlier involvement in practical experiences
related to education, and as a response to the need to provide broader experiences with K-12 learners prior to student teaching, an optional tutoring component was incorporated into selected undergraduate elementary education classes: natural science, mathematics for teachers, and a diagnostics class in reading. Students who selected this option earned 25% to 40% of their final course grade by tutoring. They were also credited with 20 hours toward the Illinois required 100 hours of clinical observation. As a result of student response to the first phase of the tutoring experience, all elementary education students enrolled in teacher certification programs are required to tutor and to enroll in a one-hour course, Individualization of Instruction, for credit during their second semester. This group earns 60 hours toward the required clinical observation hours. As such, tutoring provides a new clinical vision which permeates the teacher education program. This curriculum pilot study examines the benefits of integrating practical teaching experiences into the initial instructional program of education majors enrolled in the Loyola University Teacher Education Program.
CHAPTER II

REVIEW OF THE LITERATURE

An exhaustive review of the literature, an ERIC search spanning 25 years (1969 - 1990), yielded only fifteen articles which addressed tutoring in the context of pre-service teacher education programs. Review of these articles provided little significant information on the effect of tutoring on pre-service teachers and/or pre-service teacher education programs.

The literature also indicated that current teacher education reform divides the issue of teacher education into two camps --- those like the Holmes Group who support a fifth year of college as a means for improving the quality of teaching, and educators like Ralph Tyler who say it is pointless to add a fifth year to what we are already criticizing. As of this time, no orthodox Holmes Group curriculum has emerged. Interestingly institutional supporters of Holmes have explored a variety of programs including traditional four-year programs for teacher education (Yinger and Hendricks 1990).

A cost-benefit analysis (Knapp, McNergney, Herbert, and York 1990) also argues against a required master's degree for career teachers while Richard Turner
(1990) maintains that increasing levels of parent education will force the required master’s degree by the turn of the century. Tyler also questions the feasibility of increasing the length of preparation for a teaching force that is already experiencing a shortfall in supply. Projected increasing demands for new teachers caused by rising student enrollments and anticipated increases in teacher retirements are expected to produce nearly 200,000 teaching vacancies annually over the next five years (NCES 1985, Darling-Hammond 1987, Tyler in conversation 1990).

Occupational socialization research suggests that learning a new role occurs primarily through social interaction between the neophyte and others (Corbett, 1980). These interactions give definition to the nature of the work. They provide appropriate behavior models, allow learners to role play under supervision, and provide coaching and criticism. All of these interactions assist students in adopting the professional identity characteristics of the group (Bucher 1965). "A study of a teacher education program" (Yamamoto, Pederson, Opdahl, Dangel, Townsend, Paleologos, and Smith 1969) "found that student teachers felt practical experiences," which are a form of occupational socialization, "were more beneficial to learning to teach than (additional) academic experiences."

A review of teacher effectiveness research was also conducted. In one instance, Dickson and Wiersma (1984) noted that perceptions of teacher effectiveness have changed. Most early teacher effectiveness research focused on the teacher’s knowledge
of content (Tyler 1985). "The assumed direct tie between teaching behavior and student learning has guided the thinking of teacher - effectiveness researchers for a half century." (Tom, 1984, p.57).

Berliner (1988) points out that the ease with which experts teach as compared to novices results from thousands of hours of experience and reflection. In an address before the American Association of Colleges for Teacher Education in February, 1988, he recommended the incorporation into teacher education of routines that provide practice in several areas: (1) checking and giving homework assignments; (2) taking attendance; (3) getting students to submit papers efficiently; (4) introducing rules for discipline; (5) enforcing those rules if they are violated; (6) handling daily housekeeping chores and events that have a high likelihood of occurrence in the classroom. Berliner (1988, p.23) further suggested that perhaps student teachers and "novices would be served better by more practice in routines as opposed to increased theoretical knowledge."

Wasserman and Eggert (cited in Haefile, 1980) and Woolever (1985) suggest that diagnostic evaluative emphasis should characterize student teaching. This methodology is expected to be acquired prior to the student teaching experience.

According to Mills (1980), pre-service teachers also need to assimilate information which will help them decide how to relate to assigned classrooms and schools. As early as 1904, John Dewey assumed adequate teacher preparation involved
a certain amount of practical work. Obviously, learning has a long tradition of experiential practica. "It seems somewhat ironic that experiences appear to be little used in preparing teachers" (Ross, Rainer, Cervetti, and Dellow 1980).

Lumpkin (1979) provided data in a singular area, reading. His research on the tutoring experiences of pre-service reading teachers enumerates five areas in which pre-service reading teachers might benefit from direct instruction: (1) adapting teaching behaviors to the level of content difficulty; (2) developing skills in constructing sequences of facilitating questions; (3) developing skills in giving and interpreting directions; (4) facility in dealing with unpredictable responses from children; and (5) gaining awareness of and ability to control behavior of children who attempt to control instruction. Reflection on the concerns raised by Lumpkin emphasizes the value of incorporating tutoring into the pre-service teacher education program of all education majors as a means for developing, monitoring, diagnosing, and evaluating teaching competencies as they emerge in the future teacher.

In a recent study of the costs and effectiveness of cross-age tutoring, computer-assisted instruction, reduction in class size, and lengthening the school day for improving elementary level mathematics and reading achievement, Levin, Glass, and Meister (1984, 1987) as cited in Levin (1988, P.51-52) report cross-age tutoring to be the most cost-effective program. Ehly and Larsen (1980) suggest that this approach increases the achievement of both the tutor and the tutee. Glass' (1984) reanalysis using
adult tutors found adult tutors less cost-effective because they required training to acquire familiarity with the content being taught.

In a study of the effects of tutoring on college-age peer tutors of history, Annis (1983) reported that peer tutoring at the college level is significantly more effective for tutor learning in history when the tutor reads the material, prepares to teach it, and actually teaches it. According to Annis (p.6), it "appears that there is a definite advantage for learning both specific and generalized materials resulting from actual presentation of material to the tutees and interacting with them."

Brown (1981) suggested use of a tutor self-assessment inventory to enable tutors and tutor educators to identify areas of need for additional skill enhancement or knowledge.

In general, research in educational psychology indicates that individuals learn best when motivation is intrinsic. Gage and Berliner (1988) define intrinsic motivation as resulting from reinforcers that are inherent in the activity itself. This definition combined with results of research by Annis, who attests to the benefits of tutoring for tutors, creates a framework for the use of tutoring as a component of pre-service teacher preparation programs. (See: Table 2: FRAMEWORK FOR TUTORING)

This framework applied to the areas designated in need of strengthening by Loyola teacher educators (lesson planning, K-12 learner contact, and practical experience) and identified as critical in teacher-effectiveness research suggests that
tutoring should be effective in strengthening education students’ abilities to master and apply both theoretical and content knowledge to teaching and learning situations, thereby narrowing the theory-practice gap.

Table 2

THEORETICAL FRAMEWORK FOR TUTORING

Stage 1: Education student tutors.
Stage 2: Education student develops positive relationship with tutee.
Stage 3: Education student derives satisfaction from preparing to teach tutee. (Intrinsic motivation)
Stage 4: Tutee responds to lesson prepared by tutor.
Stage 5: Tutor begins tutoring content related to his/her college coursework. (Annis research)
Stage 6: Tutor and tutee experience academic gain in related subject matter.

It is this framework that forms the basis for the tutoring program which is the subject of this curriculum pilot study.
CHAPTER III

THE PROCEDURE

LEADERSHIP CIRCLE is a tutoring program funded through a United States Department of Education Student Literacy Corps grant. A needs assessment conducted by phone and focused toward agencies servicing the Edgewater, Rogers Park, and Loyola Watertower Campus areas verified the feasibility of providing University-community linkages which would enable Loyola undergraduate students to work with students in grades K through 12.

LEADERSHIP CIRCLE focuses on the needs of the communities surrounding Loyola's two Chicago campuses --- neighborhoods housing some of the lowest achieving schools in the city.¹ These schools and the young people who attend them are in desperate need of assistance.

Lack of academic achievement and motivation of inner-city students across the nation is well-documented. Chicago school problems have been publicized in numerous sources including Chicago Schools: Worst in America, an in-depth report by staff reporters of the Chicago Tribune.

¹ "Test Scores for Elementary and Middle Schools". Chicago Tribune, November 1, 1990, pp. 4 - 5.
Herbert Walberg’s research has shown that such alterable variables as time for instruction, quality of instruction, peers, motivation, and home learning environment are powerful components of effective instruction. In many inner-city classrooms, it is difficult to address these variables. Tutors are one means for increasing the effectiveness of these four alterable variables in the instructional programs of the schools in the communities surrounding Loyola’s Lake Shore and Watertower campuses. These areas were targeted because of their proximity to the campuses and the reported needs of the schools.

Ralph Tyler, Allan Ornstein, and others who are knowledgeable in the issues of urban education support the premise that tutoring is generally most productive on-site at the moment the need is manifested. However, Tyler recommends off-site tutoring whenever failure of a classroom or school system is part of the child’s problem (Tyler, in conversation, 1990). Tyler’s recommendation for away-from-school tutoring was adopted because of the issues surrounding the quality of education in Chicago Public Schools and lack of after school availability for tutor and K - 12 student supervision.

While addressing community needs, LEADERSHIP CIRCLE provides the forum for improving the University’s elementary and secondary professional training programs. As noted earlier, the theoretical framework for the integration of tutoring into the initial stages of pre-service teacher education (REFER TO: Table 2.1).

During Semester II of the 1989 - 1990 academic year, three University instructors
agreed to award students partial course credit for tutoring. To receive this credit, undergraduate students were required to tutor three hours each week for eight weeks, create lesson plans for each session, evaluate each lesson, report on the experience in writing, exhibit professional characteristics, maintain good discipline, and participate in weekly debriefing seminars. After the first six weeks, tutors increased their student contact time by working in selected Chicago Public Schools four mornings each week for an additional four weeks. These four weeks were coordinated by the Methods Block Coordinator.

The content for tutoring seminars was directly related to the content of the course or courses in which the undergraduate students were receiving partial credit. Each volunteer tutor also received a transportation allotment equivalent to the daily round trip public transportation fare from the Watertower Campus to the tutoring sites and a small budget for supplies. Through special arrangements with the Director of Teacher Education, interested students also were granted clinical observation hours toward the fulfillment of their state requirement.

Because tutoring is a form of teaching, student volunteers received two hours of instruction in tutoring techniques prior to meeting their tutees and on-going instruction throughout the semester. Initial consultation for the tutors was provided by the Director of the Loyola Learning Assistance Center. Seminar content was adapted from general tutoring literature; formal curricula for training tutors for school-age students
were not available. The weekly concerns of the undergraduate volunteers became the focus of seminar sessions. Refer to Appendix A for LEADERSHIP CIRCLE objectives. Attendance at the seminar sessions could not be mandated in the Spring 1990 semester because the volunteer tutor population was identified after University registration had been completed, and classes had started. Consequently, only forty-three percent (43%) of the volunteers participated in the seminars and tutored. The remaining fifty-seven percent (57%) tutored without the benefit of regular University faculty support.

Since study strategies were to be incorporated into tutoring sessions, the Learning and Study Skills Inventory (Lassi) was administered during the second training session as a means for assessing tutor strengths and weaknesses in study skills. Five areas necessary for academic success --- (1) attitude; (2) motivation; (3) time management; (4) anxiety; and (5) study aids --- were selected for further study. (SEE: Table 3).

### Table 3

**EDUCATION STUDENT SCORES ON SELECTED AREAS OF THE LASSI**

<table>
<thead>
<tr>
<th>AREA</th>
<th>% BELOW 50 %-ile</th>
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</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>15</td>
</tr>
<tr>
<td>Motivation</td>
<td>35</td>
</tr>
<tr>
<td>Time Management</td>
<td>40</td>
</tr>
<tr>
<td>Anxiety</td>
<td>65</td>
</tr>
<tr>
<td>Study Aids</td>
<td>45</td>
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Each of these topics and their relationships to teaching was addressed in subsequent seminars.

Because of the proximity of the Edgewater Branch of the Chicago Public Library System to the Lake Shore Campus, and because an existing tutoring program at the site needed additional support, the Edgewater Library was selected as the site for Phase I (Spring Semester 1990) of the tutoring program.

Through the Friends of the Edgewater Public Library, one volunteer was identified as the liaison between the tutoring program and the neighborhood schools. Ultimately, seventeen Chicago Public Schools, two Catholic schools, and one private non-parochial school had students involved in the program. The library liaison assisted with school and home contact. Because of family literacy problems, written communication was often unsuccessful. Also, many families had no phone service.

By start-up day, twenty-eight (28) tutors had been enlisted to service over ninety (90) tutees. A waiting list of approximately 50 students had already developed. Tutors established their own tutoring schedules and met their tutees at the library on a regular schedule. Tutors were registered as Chicago Public Library Volunteers and were required to sign the volunteer attendance log at each visit.

During the first two seminar sessions, tutors were introduced to the program objectives (APPENDIX A) and the role of the tutor. At Seminar Session I, the volunteer tutors were welcomed by the project director, the chairperson of CHRD, the
Learning Assistance Center and Office of Teacher Education directors, the natural science professor, and the instructor of the mathematics class. Handouts were provided to establish common ground for discussion. Comparisons of tutor and teacher were made, and a reading related to the role of tutor was assigned.

During Seminar Session II, procedures for getting started and techniques of behavior management became the focus. Role playing was employed to assist students in developing strategies for acquainting themselves with their tutees. Probes to facilitate discussion were distributed and used during role playing. Record keeping and parent contact were covered, and the LASSI was administered.

At an on-site meeting immediately preceding the first tutoring session, each tutor was provided with a color-coded folder (pink-reading, turquoise-science, goldenrod-math) which matched the lesson plan and evaluation forms (APPENDIX B) for the particular content area and session evaluation report forms (APPENDIX C). This folder contained the Leadership Circle objectives (APPENDIX A) which had been developed jointly by the library representative and the LEADERSHIP CIRCLE project director. Procedural instructions (APPENDIX D), library volunteer forms, and absence report forms (APPENDIX E) were also included in the folder. Volunteer tutors were familiarized with the materials and their usage. At the close of the meeting, tutors were introduced to their tutees by the library liaison.

For each tutoring session, tutors prepared a lesson plan. At the close of the
tutoring session, tutors submitted a written evaluation of the session noting strengths and weaknesses of each of their tutees along with a statement of the probable content of the next session based on the outcome of the completed session.

During the first three tutoring sessions, the rate of absenteeism was high --- sometimes exceeding 50%. However, the tutors and the library liaison contacted the tutees and their families. Tutees who had two absences and did not attend on the third session were struck from the roles and replaced by children who were on the waiting list. Preference was given to students who frequented the library as a hang-out. Participation in tutoring was viewed as a positive step in preventing juvenile delinquency which was and continues to be a growing dilemma in the Edgewater area.

As parents and students came to the realization that tutoring was serious business even though it was a free program, attendance improved dramatically. Mean tutee attendance was 75 tutees per session over the eight weeks. When the first three sessions are not included, mean attendance increased to 85 students per session.

For tutors who had planned and were disappointed by non-attendance of their tutees, frustration developed. However, only one tutor had a regular problem with non-attendance. This was attributed to her lack of preparation and enthusiasm as evidenced by the inferior quality of the tutor's lesson plans and the observations of her faculty supervisor.

The primary age tutees began honoring their tutors with drawings and notes.
Even though progress was slow for many intermediate grade tutees, they exhibited diligence. The most difficult age to reach were the junior high school youth. The peer interaction was challenging and carry-over attitudes from school necessitated confrontation; but their attendance was commendable. Non-attendance could be verified as excusable for 90% of this group.

Surprisingly, the secondary population was most dependable. These young people resisted frequent outside peer pressure to attend tutoring sessions which provided direct assistance with homework and study skills. The library security guard, on several occasions, sent disruptive non-tutored peers of secondary tutees off the library premises. In instances like these, the library was extremely supportive.

The LEADERSHIP CIRCLE director and the library liaison were present at each tutoring session. The project director provided necessary instructional support to the tutors and monitored the development of tutor teaching skills. The library liaison monitored attendance and behavior. Because of her knowledge of the neighborhood and its associated problems, the liaison was also able to provide assistance with home communication for students of diverse cultures.

The focus of Seminar Session III was study strategies. The first half of the seminar was devoted to the discussion of the LASSI, which had been administered in a previous seminar session. The second half related to tutor concerns resulting from the first meeting with their tutees. Goal writing was also presented and practiced. Lesson
planning, review for some tutors, was discussed and modelled.

Seminar Session IV completed lesson planning and presented techniques for assuring continuity between session. Time management was included. Tutors were advised to spend five to fifteen minutes reviewing the previous lesson, thirty minutes presenting and developing the day's lesson including guided practice, and fifteen minutes assisting tutees with homework and other school-related assignments.

Seminar Sessions V - IX centered on tutor concerns. The three person team (project director, Learning Assistance Director, and natural science professor) facilitated these discussions. Occasionally, the chairperson of CHRD also participated.

Seminar Session X was set aside for program evaluation by the tutors and conducted by the Director of the Learning Assistance Center. Each tutor was asked to submit a written narrative describing his/her experience as a tutor. These evaluations were compiled into a report for the LEADERSHIP CIRCLE director by the Learning Assistance Center Director. Those tutors who were unable to attend seminars were also requested to write a narrative evaluation. About 50 percent responded.

Using an ex post facto mixed methodological research approach, a qualitative analysis of narratives was completed and compared to quantitative results of the LASSI. Three themes emerged: (1) tutor attitudes; (2) life goals; and (3) anxiety levels.

After the final tutoring session and seminar, an awards ceremony was hosted at Crown Center on the University's Lake Shore Campus. All participants at all levels
were invited to receive participation certificates (APPENDIX G) and share refreshments.

At mid-term and at final time, each participating college instructor submitted the grades of the respective classes in which the tutors were enrolled. An analysis of tutor and non-tutor grades was completed by the project director and is reported in the next chapter.
CHAPTER IV
THE RESULTS

Academia has a long tradition of measuring program effectiveness by comparisons of quantitative measures which are usually easy to administer and cost effective. Results are often generalized for the entire population with minimal concern for human variations. Improvements in scores often drive continued program funding while declining scores force program consolidation or cancellation. Because data is aggregated, significantly skewed results are easily ignored in program evaluation and may carry programs that should be abandoned.

By contrast, qualitative analyses focus on the needs of a particular locale and consider extreme cases. However, lack of generalizability, time constraints, and cost have caused education professionals to avoid placing emphasis on findings from such studies. This section presents the outcomes of the project from both the quantitative and the qualitative perspectives.

LEADERSHIP CIRCLE was organized with seven stated objectives. The first three objectives relate to underachieving school-age members of the communities surrounding the Lake Shore and Watertower campuses. The next three objectives focus
The objectives are:

The school age community participants will:

1. Increase their cognitive achievement.
2. Improve their attitudes toward learning.
3. Enhance their self-esteem.

The Loyola students will:

4. Participate in alternative instructional approaches.
5. Develop principles of teaching which will enhance their future roles as parents, employees, and community members.
6. Live the Loyola mission statement as they accomplish the Loyola goals for education majors.

The teaching profession will:

7. Attract talented persons to careers in education.

Quantitative Analyses

To monitor academic achievement of tutors as compared to non-tutors, the three participating University instructors provided the project director with the mid-term and final course grades for their respective classes highlighting grades earned by students who tutored. The academic gains of mathematics tutors are considered in this section.

Mathematics scores from this pilot group (N = 27) indicated a class gain of 21.3% from mid-term to final grades. The gain for non-tutors (n = 10) was 5.8%; for tutors (n = 17), the gain was 32%.

Noting the large difference in the percent gain (26.2%) between non-tutors' and tutors' mid-term and final grades, the researcher obtained mid-term and final grades for
mathematics students who were enrolled in the same class during the previous semester when no one tutored (N = 22). For this no-tutor class, the gain was 9.1% as compared to 5.8% for the non-tutors in the pilot group.

A confidence interval was calculated to compare the mean class gains for the pilot group which contained tutors and non-tutors and the baseline group which contained no tutors. Results are indicated in Table 4 which follows.

Table 4

**COMPARISON OF MEAN GAINS FOR PILOT & BASELINE GROUPS**

<table>
<thead>
<tr>
<th></th>
<th>( x )</th>
<th>Stndrd Dev</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot</td>
<td>1.0001</td>
<td>1.094</td>
<td>27</td>
</tr>
<tr>
<td>Baseline</td>
<td>.500</td>
<td>.423</td>
<td>22</td>
</tr>
</tbody>
</table>

For alpha = 0.05 level, the upper limit of the confidence interval was 0.706, and the lower limit was 0.238. Since the lower and upper limits were both positive, the researcher concluded that the difference in means between the two groups was probably not due to chance and was significant at the 95% confidence level.

The commonly held belief that teaching something is the best way to learn seemed to be supported by the data. To further substantiate the findings, McNemar's non-parametric test was applied to the data. The result was \( X = 14.013 \) which indicated
that the increase in points between the mid-term and final grades of the tutor group was significantly more positive than the increase for the non-tutor group.

Next a Mann-Whitney U Test was applied to the differences between mid-term and final grades for the non-tutor and tutor groups. The differences were rank ordered and compared. Using \( n = 10 \) for the non-tutor group and \( n = 17 \) for the tutor group, two hypotheses were established.

\[ H_0: \text{There is no significant difference in grade change for tutors and non-tutors} \]

\[ H_1: \text{The grade change for tutors was significantly higher} \]

For alpha = .05, the tabled value for U is \( U = 51 \). The rejection rule then becomes: Reject \( H_0 \) for \( U < \text{or} = 51 \). By comparison, the actual value for U is \( U = 0 \). Therefore, \( H_0 \) was rejected; and \( H_1 \) indicated that the difference between mid-term and final grades for tutors was significantly higher when compared to non-tutors in the same class.

The results of the confidence interval, the McNemar Test, and Mann-Whitney U-Test, while limited in application to tutor achievement in mathematics classes designed for teachers, supports Annis’ findings for history learning which indicated a definite advantage for the tutor in the learning of specific and generalized material when actual presentation of materials to the tutees and interaction with them is part of the tutors’ learning process.
Positive statistical gains were realized for tutees also. Longitudinal data developed by comparing standardized scores in reading and mathematics and by using gain figures provided by participating schools for 60 of the 335 tutees who up to this time were achieving a gain of less than one academic year per school year yielded a mean gain of .99 years in reading and 1.23 years in mathematics. The data is summarized in Table 5 which follows.

Table 5

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Females</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Grades</td>
<td>+1.9</td>
<td>+1.25</td>
</tr>
<tr>
<td>Intermediate Grades</td>
<td>+1.3</td>
<td>+1.37</td>
</tr>
<tr>
<td>Upper Grades</td>
<td>-.25</td>
<td>+.9</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Grades</td>
<td>+1.93</td>
<td>+1.25</td>
</tr>
<tr>
<td>Intermediate Grades</td>
<td>+1.03</td>
<td>+1.23</td>
</tr>
<tr>
<td>Upper Grades</td>
<td>+1.03</td>
<td>+1.23</td>
</tr>
<tr>
<td><strong>Males</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Grades</td>
<td>+ .8</td>
<td>+ .93</td>
</tr>
<tr>
<td>Intermediate Grades</td>
<td>+ .83</td>
<td>+1.23</td>
</tr>
<tr>
<td>Upper Grades</td>
<td>+1.03</td>
<td>+1.23</td>
</tr>
</tbody>
</table>

Review of the longitudinal data indicates that primary and intermediate age girls and upper grade boys all achieved near or above the mean gain in reading. Upper grade
females and primary and intermediate grade males achieved below the mean gain in reading. In mathematics, primary and intermediate grade girls and boys at all three grade levels achieved the mean gain. Only upper grade girls achieved below the mean gain in mathematics.

**Qualitative Analyses**

After the final tutoring session, tutors were asked to write a narrative response to this project. One tutor reported that his experience confirmed her decision to become a teacher. Another stated that working with first graders in the tutoring sessions forced her to reevaluate her goal directed at middle and upper grade teaching and to consider becoming a primary grade educator.

Perhaps the most significant outcome directed at the goals of LEADERSHIP CIRCLE was the number of tutors who developed an awareness that quality teaching at any level requires strong content knowledge, much time for preparation, a repertoire of strategies, and tremendous expenditures of energy. For more than 50% of the tutors, participation confirmed their desire to teach with the realization that they would have to be committed to their work if they were to become effective teachers. There was a recognition that good teachers are hard-working professionals.

Active participation resulted in growth for all tutors. The timid education student experiencing himself or herself as teacher for the very first time developed self-
confidence from each encounter with the tutees. The confident education student was more prolific than when this experience began. During seminars, all these future teachers began working cooperatively to share ideas, plan activities, and solve problems. Attitudes and skills characteristic of life-long learners were emerging.

Through analyses of lesson plan evaluations, two trends surfaced: (1) the frustration of tutors when content was not covered to the extent planned; (2) the satisfaction of tutors when their tutees were experiencing progress in social relationships. One tutor stated that she had never "realized how many factors outside the classroom influence a child's learning." The politics, economics, and social realities of urban living acquired new significance for this tutor.

Another tutor noted that "the library became a safe setting and a positive reinforcer of the excitement and challenge of learning. The children could depend on their tutors to help them through troubled areas in school; to offer new and enjoyable learning activities; and to take an interest in their success and encourage them to reach for more." These tutors wrote what other tutors expressed in conversations --- the realization that basic social needs must be fulfilled before teaching can occur.

A significant accomplishment for one group of tutors was their eventual ability to write plans which were clearly articulated, reflected use of varied teaching strategies, and were carefully self-evaluated. This group of tutors viewed children's progress in terms of the future, a condition which is not always articulated in the teacher
preparation programs.

In their narrative responses, 50% of the tutors reaffirmed their decisions to become teachers. Another 40% made no comment about their decisions to teach; but most significant were the comments of the remaining 10%. Included in these was one tutor who wrote that this experience had enabled her to realize that she was not suited to teaching. Another tutor wrote that this experience confirmed her desire to teach, but had awakened a realization that her temperament was not suited to primary-age children. Goal clarification was an unanticipated, but extremely important, program outcome.

Faced with the requirement of providing a field trip and impaired by the constraints of the Chicago Public Library System regarding field trips, many tutors took their tutees to the Lake Shore Campus for a visit to the tutors' dorm rooms and the University cafeteria for a snack. For many neighborhood youth, this was their first opportunity to visit a university or to even think that higher education might be a possibility in their future. Other tutors planned outdoor math lessons using measurement and data collecting as their content for the session. Some tutors had their students write about the field experience.

One tutor even noticed that six tutees were Spanish speaking as he was. He volunteered to work with this group for the duration for the project. English was the spoken language, but Spanish was available for parent contact and for concept
clarification if and when a tutee needed the support. This young man even wrote and presented a puppet show for the library. The spirit in this group empowered the tutees and their parents to build bridges for academic success.

Narratives also indicated that most tutors were somewhat dissatisfied with the traditional university preparation for teaching. Classroom instruction, often described by teacher candidates as mundane, created doubts about teaching as the chosen profession. However, after the tutoring experience, most tutors affirmed their decisions to teach; and many reported a new-found level of enthusiasm for teaching as their professional goals. Several tutors suggested that tutoring be a continuous strand during the university teacher preparation program. Insights from tutors were stated very effectively by one tutor who wrote:

"The most positive aspect of tutoring was working with my students. My seventh and eighth graders taught me so much through their reactions to lessons, their study strategies, and their backgrounds. I was suddenly awakened to the many challenges teachers (especially in Chicago Public Schools) face. My students seemed eager to learn, but needed help in so many areas. They were weak in basic writing and reading skills, essential for their fast-approaching high school years. I realized how many subjects they were unfamiliar with, especially current events, every time I introduced a new lesson. By working with them, I was able to observe the learning strategies they used and realized the necessity of one-to-one instruction for many students. Also, by commuting to their own schools and home neighborhoods, I reached a better understanding of the difficult backgrounds many came from. I found that planning lessons, carrying them out, and evaluating them was a very beneficial experience as well."

Tutors responded with surprise when they discovered that parents of inner-city
children are concerned about their children's education. One tutor wrote, "My biggest surprise was how interested ____________'s mother was in her (the tutee's) tutoring experience."

Another tutor wrote, "I was surprised at the number of children who signed up for the program and how involved the parents were. Except for one of my tutees, the rest of the children were from underprivileged backgrounds. To my amazement, they had an unusual eagerness to learn."

Analysis for anxiety and self-esteem issues revealed that many elementary education majors in this pilot group were experiencing difficulties in these areas. Although self-esteem and anxiety were lesser issues for secondary education certification students, they did surface. In one instance, tutoring enabled a tutor and a tutee to identify through the tutor's life experience:

"As I reflect on ____________'s immigration to the states, I remember my own arrival from India about fourteen years ago. I have learned a lot since that time. It was difficult, but I gained many resources to help me adapt to a new country. The tutoring program helped me get in touch with my own experiences of adjustment, and I felt comfortable knowing that I could identify with my tutees in this respect. Furthermore, my background in mathematics has always been poor, and I gained self-confidence in teaching math that I can handle. It was a frightening thought at first to consider tackling a content area that I loathed for so long, and now I can honestly say I like math."

In her concluding remarks, this tutor expressed the attitudes of many of the tutors. "A program such as Leadership Circle enables one to find out how he or she can
best develop as an educator. It teaches sensitivity, patience, and brings forth the talents and resources in those who are going to teach. It serves as a great preparation for future teachers and encourages them. It also builds self-confidence. These are qualities that we need to promote leadership in education. I know I have learned much from my participation in the program, and I will apply them when I teach."

In addition to unanticipated outcomes for tutors, there were unanticipated outcomes for tutees. Following the Awards Ceremony, a tutee who was the height of an average three-year old hugged the project director. Without hesitation, she exclaimed, "Thank you! School is getting better." Her mother shared the child’s story...

Maya (not her real name) was born with a spinal disorder which was not diagnosed until she was three. She is six now. She has had three surgeries in the last two years. Her growth is slow and she missed many school days and work. The school still has not tested her for placement. I am a single parent. I work when she is in school. Tutoring is the only time I am alone. It is the only time anyone has given Maya extra help. She is getting happy. Will her tutor come back?

In another situation, an elderly grandmother suddenly found herself as guardian of her three elementary school grandchildren who had attended a school in Alabama. The children needed help with schoolwork. The grandmother said she didn’t know how to do the work the children were doing. She hadn’t done school work in so many years she didn’t care to count them. The LEADERSHIP CIRCLE tutors worked with the children, and the classroom teachers commented on the difference in the children’s attitudes and the improvement in their work. The grandmother’s eyes were tear-filled
She said she felt like the "people from Loyola really cared about the neighborhood kids even though most of their neighborhood people never knew Loyola University was so close to their homes."

The stories repeated though in different contexts. There was the father who brought his child for tutoring at the suggestion of the boy's classroom teacher. When he came to the library, he was informed that enrollment was closed. He repeated his request for assistance. Sensing frustration in his voice, the project director assured him that he'd be contacted as soon as there was an opening. As he walked away, the project director heard him say, "That's what they all say. Ain't no one give a damn!" As he exited the library, he passed through the gang of teenagers who had been hassling the security guard all afternoon.

When the child was finally accepted for tutoring, the staff learned that his mother was in the hospital. Because the father had no one to care for the child after school, he requested to leave work early daily. That request resulted in the father's dismissal from his job. The socio-economic forces that shape education were becoming apparent to the staff and the tutors.

In these cases and others, caring conversations with adults were the vehicles for identifying community needs. Tutor assistance was necessary, but so was safe babysitting. Job retention, illness, separated families, aged guardians, stressed out single parents, language barriers, gang influence --- all societal issues that confronted tutors
as a result of this experience. These are issues that usually aren't addressed in quantitative studies.
CHAPTER V
OUTCOMES

Quantitative and qualitative analyses of Phase I data demonstrated the effectiveness of integrating tutoring, an experiential learning activity, into the initial stages of the Loyola University Teacher Education program. In Chapter IV, quantitative research results reported that tutor gain as compared to non-tutor gain in academic achievement in mathematics supports the incorporation of a tutoring component in the teacher education curriculum for elementary and junior high school math teachers. These results support Annis' earlier study using history peer tutors at the college level and form a sufficient cause to support the programmatic change.

Alternatively, one could conclude that the cognitive benefit to future teachers is strengthened by findings of the qualitative study which indicates: (1) increased tutor satisfaction with teaching as a career goal; (2) less tutor anxiety related to classroom management and lesson presentation; (3) increased tutor self-esteem; and (4) increased tutor awareness and understanding of the societal factors which influence learning. This being the case, then tutoring should be a continuous strand in the Loyola teacher preparation program.
Additionally, the benefit to tutees reported in the longitudinal data which tracked K-8 students who participated in tutoring for two consecutive semesters and the improved community-university relations reported by parents and grandparents of tutees also support continuation of tutoring as a component of teacher preparation.

Phase III of LEADERSHIP CIRCLE began in Fall, 1991, with four sites. To facilitate supervision of tutors at each of the four sites, informal site agreements were negotiated. A part-time Loyola faculty person supervises the library site. Evanston High School teachers with the cooperation of an associate principal and her secretary supervise tutors assigned to this site. Metro Achievement Center provides its own on-site supervision and the Leadership Circle project director with the assistance of a CHRD graduate assistant supervises the Watertower site.

Although all tutors are enrolled in CHRD-363, Individualization of Instruction, three instructional and debriefing models were piloted. The library tutors received instruction and debriefing at the library immediately preceding or following tutoring sessions. Watertower campus tutors were assigned a class period for instruction and debriefing on a day other than tutoring days. Evanston High School and Metro tutors were instructed and debriefed as part of a regular university class in which they were receiving additional partial course credit for tutoring.

Of the three models, the library possessed the most tutor appeal. It limited tutor commitment to only those days on which they tutored and enabled discussion to
continue for extended periods of time when necessary. The Watertower model and the Evanston-Metro models each restricted debriefing to the regular class period; and often, this time allotment was insufficient. All other aspects of the programming including the Awards Night remained the same.

During Phase III, all elementary education majors enrolled concurrently in M-23, Introduction to Teaching, and CHRD-363, Individualization of Instruction. Secondary certification students enrolled in the secondary practicum were required to tutor. The four sites from Phase II were retained and where hardships existed, individual placements in local public and private schools were arranged. Debriefing occurred during the CHRD-363 class except for Evanston and library tutors. Evanston tutors received no university support because the structure of the secondary practicum was not within the supervisory domain of the project director. Library tutors again met on-site.

At the close of Phase III, May, 1991, a decision was reached to contain tutoring to the two supervised sites, Metro, and Evanston Township High School because supervision was deemed integral to teacher development. Metro does its own training and supervision and provides the LEADERSHIP CIRCLE with feedback on tutor progress. Relationships with Evanston Township High School have been expanded. Supervision of tutors was coordinated by the university LEADERSHIP CIRCLE program director, and selected Evanston teachers who were interested in working with
aspiring teachers provided on-site supervision and debriefing during the Fall 1991 term.

In addition to program expansion, the LEADERSHIP CIRCLE project has been the source for two grant proposals. One proposal was a cooperative effort between Loyola University and the libraries in the Edgewater community area and was submitted to the Illinois State Library Board. Although this grant was not funded, the Library Board recognized it as an extremely well-written grant and provided suggestions for modification in the presentation format to better reflect library concerns. Resubmission with the suggested modifications was recommended by the reviewers.

The second proposal was a school district-university collaborative grant for the improvement of teacher and administrator preparation. This proposal, which involved the Evanston-Skokie Elementary School District 65, Evanston Township High School District 202 with boundaries coterminous with the elementary district, and the CHRD and ELPS departments of Loyola, was submitted to the Metropolitan Life Foundation. This grant and the Illinois State Library grant were initiated by the LEADERSHIP CIRCLE project director.

The final outcome is the Department of Education Performance Report which was prepared during June, 1991. This report is not appended, but it is available for review in the office of Dr. Diane Schiller. It contains a printout of the database which was established to provide the U.S. Department of Education information on the progress of the approximately 300 tutees who have been served.
CHAPTER VI

FUTURE DIRECTIONS

The overall thesis of this curriculum evaluation project supports the inclusion of tutoring in the initial stages of the teacher preparation program and recommends the development of tutoring as a continuous strand in the teacher education program to provide future teachers with experience-based learning activities which will foster professional development and enable education majors to clarify career goals. As Morgan and Gordon (1991, p.11) state, "In terms of teaching, the accumulation of experience, ... has been considered to be of primary importance."

As future teachers accumulate experience through tutoring, avenues for expanded research are accessible to Loyola researchers and others interested in similar studies. These studies can be divided into two areas: (1) teacher education related and (2) K-12 related. In the first category, this study raises questions regarding the effect of tutoring on teacher education students' learning. Does learning increase as Annis reports and this study supports? Is this true for all content areas or only specific areas? Does tutoring history affect tutor reading skills?

Tutors report increased recognition of useful teaching strategies. Is there a
means for identifying the tutors' baseline knowledge of teaching strategies and
monitoring the change over given periods of time and under given conditions? Can this
experience be used to determine the decision-making processes used by tutors and later
teachers in selecting teaching strategies in general or in particular content areas?

Tutors also report increased knowledge and familiarity with societal effects on
learning. Can these effects be identified by site and further defined so as to measure the
impact of tutoring in overcoming these negative effects? Follow-up studies could be
conducted to see if tutor identification and weighting of societal effects relative to
achievement of tutees changes after tutors become teachers. This could be observed
during the first and third years of teaching and would probably be best accomplished
through field studies and interviews.

Where numbers are large enough, it would be of interest to create two teacher
preparation tracks. One could be the traditional program with school contact
concentrated in the last two semesters. The other could be a program similar to the new
Loyola teacher education program which engages teacher education students in field
work during the initial phases of preparation. Qualitative and quantitative data
collected over a four-year period could provide the professional education community
with new insights into the nature of teacher preparation.

Follow-ups to the LASSI could measure changes in tutor self-esteem, anxiety
level, and goal determination. Tutor experience could also be a source for further study.
Does tutor experience affect the tutee's achievement?

School-related research questions that could be answered include the determination of the level at which K-12 learners are best tutored in reading and math. This could be accomplished at grade levels with sex as a variable. The data provided in this study reported some interesting results in this area. Differentiations according to ethnicity would also be useful as demographics of urban areas change.

Other school-related questions that might be addressed include attempts at evaluating the effects of off-site tutoring for "at-risk" learners. One could also study the effects of different sites (i.e.: library v university campus).

Finally, a study which measures the extent of improved community relations could be conducted. In a society that increasingly is moving in the direction of life-long learning, perhaps tutoring could open the door to learning as an on-going activity involving all levels of the community --- the foundation on which a community of learners could be established.
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AFTERWORD

In May, 1990, the project director, Bernardien Austin, was nominated for the Quality of Life Award in the Edgewater Community as recognition for the positive effect the Leadership Circle had on the local community.

In September, 1991, the Leadership Circle was awarded first place in the exemplary project division of the Learning in Volunteerism Experience (L.I.V.E.) Award and was recommended for replication by other four-year institutions of higher learning. The award was presented by Illinois Bell Telephone Company, the Governor of Illinois' Office of Volunteerism, and the University of Illinois at Champaign.

In April, 1992, the Leadership Circle became the subject for a video, "The Art of Tutoring," which was produced to satisfy the need for tutor training in community agencies. This video was produced by the Loyola University Center For Instructional Design (LUCID) with funds from the United States Department of Education. The Leadership Circle project director, Bernardien Austin, coordinated the efforts for this production.
APPENDIX A
LEADERSHIP CIRCLE OBJECTIVES

1. To instill confidence, hope, vision, excitement and the desire to discover/work toward a goal or goals in both the tutor and the tutee.
2. To discourage smoking, drinking, and drug use by the tutee.
3. To enable the tutee to see the connection between school and success, happiness, and contentment.

The above objectives will be accomplished through:

1. An on-going, developing relationship between the tutor and one or more tutees that foster communication, new thoughts, and scholastic success.
2. The twice a week LEADERSHIP CIRCLE program that allows the student to experience success by participating in planned, related, enjoyable activities.

REMEMBER: We are trying to affect the individual. Make each encounter positive, productive and challenging.

I. To be a successful tutor, one can only impart what one has.
   A. Reflect on who you are and how you came to be. This will help you to be sensitive.
   B. Be especially conscious of your strengths and weaknesses.
   C. Be willing to discuss values without imposing your values on the tutee. Help the tutee discover values and their practical applications when the opportunity arises.
   D. Be willing to talk about mistakes.

II. Students involved come from varied backgrounds.
   A. Today, more children are:
      1. From families of poverty and/or single parents
      2. Minorities including blended families
      3. Latch-key
      4. Teenage parents or children of teen parents
      5. Born pre-maturely and experience learning
difficulties, have harder times coping, and even higher dropout rates

6. From homes without an adult dedicated to their well-being

B. Problems resulting from circumstances listed in A above often can be avoided or remedied by:
   1. Examples of adult harmony and true friendship based on love, giving, communication, and forgiveness
   2. The presence of a consistent, caring adult
   3. Quality time with a consistent, caring adult
   4. Experiencing a supportive environment
   5. Development of healthy attitudes toward the student’s self

C. Children at risk—especially with drugs—often experience:
   1. A family history of alcoholism or other drug abuse
   2. Family management problems—no or poor rules, severe or inconsistent discipline, little monitoring
   3. No quality time with caring adults
   4. Too much criticism
   5. No positive role models
   6. Parental drug use which develops a positive or indifferent attitude toward substance abuse
   7. Academic failure
   8. Low commitment to school
   9. Alienation, rebelliousness, lack of social acceptance

III. We all have basic personal needs: Sense of control
   Sense of meaning
   Sense of acceptance
   Positive self-esteem

   It is our responsibility to develop these in the tutees.

A. Sense of control
   1. Help the tutee to feel capable, confident, and competent
   2. Help the tutee to feel that he/she can impact on his/her own environment
3. Help the tutee to know that he/she can change for the better
4. Help the tutee to recognize the social and life skills that can bring about change in his/her life

B. Sense of meaning
1. Help the tutee experience a sense of dignity and honor
2. Help the tutee to feel important and useful
3. Help the tutee to accomplish small tasks so that he/she will desire to attempt greater tasks

C. Sense of acceptance
1. Discuss the importance of family, peers, and community
2. Discuss the need to feel wanted and loved

Help the children to realize that money (material possessions) is not the measure of the man or success.

Success is working to the best of one’s ability. Therefore each person’s success is different.

D. Self-esteem
1. Put the child in competition with himself/herself NOT with others.
2. Help the child realize that he/she is the steward of his/her own gifts. Help the tutee identify these gifts.
3. Attitudes -- What are they? How do they start? Are they helpful, productive, protective?
4. If the opportunity arises, discuss how anger can be a positive attribute.
5. Discuss the idea of priorities.
6. Help the tutee to deal with sensitivity toward criticism.
8. Discuss how helping others, doing a job (even a very small one) well brings inner satisfaction that is lasting.
IV. Helpful techniques
A. Use name tags
B. Use stickers as rewards
C. Use little chalkboards
D. Talk about or read to the children about childhood errors
E. Build confidence by making positive comments
F. Be enthusiastic and interested in what you are tutoring and pass it on
G. Be a good listener
H. Try to remember names. This helps people feel important
I. Give genuine compliments.
J. Use biographies and autobiographies of famous people to encourage perseverance
K. Work with visual aids
L. Develop "hands-on" activities
M. Create an element of excitement in each lesson
N. Add any other creative, exciting idea of your own

These are not hard and fast rules. They are things for you to consider during your participation in Leadership Circle and later in your classroom, work place, or relationships with other people. I'm certain I've omitted many ideas and concepts that you will be using. If you wish to share your thoughts with me, I'll be glad to listen. We're learning together so that we all can become better teachers at home, in the classroom, at work, or in life. I'm glad you're part of the LEADERSHIP CIRCLE!
Loyola University

LEADERSHIP CIRCLE

U.S. Department of Education Grant Project

Folder cover with program logo. Each tutee receives folder, pad & pencil.
LESSON PLAN

SUBJECT ____________________________ GRADE LEVEL __________

TOPIC:

OBJECTIVE/S:

MATERIALS NEEDED FOR THIS SESSION:

INITIATORY ACTIVITY:

LESSON:

CLOSING ACTIVITY:

EVALUATION OR CRITERIA FOR EVALUATING THIS SESSION:

TUTOR'S NAME ____________________________
1. What went well during this lesson? Why?

2. What could have been improved? Why?

3. How would you change this lesson if you used it again? Be specific.

TUTOR'S NAME ____________________________
APPENDIX C
SESSION EVALUATION REPORT

STUDENT NAME ___________________________ DATE _____________

SUBJECT _______________________________ GRADE LEVEL ________

TOPIC:

OBJECTIVE/S:

STUDENT ACCOMPLISHMENTS:

STUDENT NEEDS:

OBJECTIVE/S FOR NEXT SESSION:

TUTOR'S NAME ____________________________
APPENDIX D
First session at Edgewater Library:

1. Bring in completed library volunteer forms.
2. Tell the librarian you are a Loyola volunteer.
3. Sign in. A log book will be provided for you to sign in and out. Try to arrive 10 minutes before your session begins.
4. Have name tags ready for your tutees. Loyola will provide these. They will be in the folder you will receive at the library along with sample forms for weekly reporting and a copy of program objectives.
5. Use your first session to become acquainted with your tutees. Spend about 2/3 of your time in informal learning. Share ideas about what you and your tutees hope to accomplish. Make notes for future reference. During the remaining time have a prepared presentation and give a small homework assignment for session two.
6. Special LEADERSHIP CIRCLE folders will be given to each tutee at the first session. Encourage the tutee to keep all materials for tutoring session in this folder.
7. REMEMBER: Students are not allowed to walk around the library during tutoring. When the child’s session is completed, he/she will be expected to go home or to an assigned place in the library. NO EATING in the library. Complete report forms. Return the forms to the appropriate place in the library.

Sessions two through eight:

1. Follow steps three, four and seven.
2. Spend five minutes at the beginning of your session talking about things of interest to the tutee.
3. Review last week’s presentation and discuss homework outcome.
4. Present the new lesson.
5. Allow time for the children to begin their assignment under your supervision.
6. At the end of the session allow time to help children with school-related work. Do not do the work for them. Guide them.
7. Complete your report forms BEFORE leaving the library.
Return the forms to the appropriate place in the library.

You have been assigned the times and days you requested. The names of your students will be listed on a sheet of paper that will be stapled inside the folder you receive at the library on your first day.

Call me if you have any questions.
LEADERSHIP CIRCLE
Follow-up for Non-attendance

TUTOR: ____________________________  DATE: ________________

STUDENT: ____________________________
Time: ________________
Person contacted: ____________________________
Outcome: ____________________________

STUDENT: ____________________________
Time: ________________
Person contacted: ____________________________
Outcome: ____________________________

STUDENT: ____________________________
Time: ________________
Person contacted: ____________________________
Outcome: ____________________________
Volunteer Personal Data

The information on this form will help us select the most satisfying and appropriate volunteer service for you. Your cooperation in completing it is most appreciated.

Name ___________________________________________________________________________ Female _____ Male _____

Address __________________________________________________________ Street City State Zip code

Phone ___________________________ Day ___________________________ Evening ___________________________

Will you accept calls at work? Yes _____ No _____

For Statistical Purposes Only

Birthdate ______/_____/_______

Ethnic Origin:

American Indian ______ Hispanic ______

Asian ______ White ______

Black ______ Other ______

Emergency Contact

Name ____________________________

Address ____________________________

Phone ____________________________

Relationship ____________________________

Education (Include college major, degrees, and licenses.)

Work Experience

Volunteer Experience

Foreign Language(s) (Indicate language and level of competency.)

Special Skills

Special Interests and Hobbies

What health conditions should be considered before assigning you volunteer activities?

Why do you want to volunteer at The Chicago Public Library?

How were you informed about this volunteer program?

flyer friend newspaper radio tv other ____________________________

(OVER)
Volunteer Status: (check all that apply)
- Permanent (volunteer weekly for 6 months or more)
- Temporary (volunteer weekly for less than 6 months)
- Spot (assist with special projects)
- Skillsbank (volunteer when available)

Please indicate volunteer positions you are interested in:

<table>
<thead>
<tr>
<th>SKILL TITLE</th>
<th>PROFICIENCY LEVEL</th>
<th>INVOLVEMENT LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interested</td>
<td>Skilled</td>
</tr>
</tbody>
</table>

Comments

Interviewer: ____________________ Location: ____________________ Date: __________

FOR OFFICE USE ONLY

REferred SITE SUPERVISOR PHONE BEGIN END

Recognition

Training

Comments:

Volunteer Services / 1224 West Van Buren / Room 632 / Chicago, IL 60607
The Chicago Public Library
VOLUNTEER SERVICES

Please fill in all the blanks (print or type) and clearly specify all volunteer responsibilities.

I ___________________________________________ agree to volunteer my services to
the (Branch/Department/Section) ___________________________________________
of

The Chicago Public Library according to the position, days, and hours listed below:

Job Title: __________________________________________

Responsibilities (include all volunteer assignments):

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

.....................................................................................................................

Day(s): __________________________ Time(s): __________________________

Volunteer Status (please check all that apply): □ Permanent Volunteer (six months or more)
□ Temporary Volunteer (less than six months)
□ Spot Volunteer (according to availability and/or library needs)

The library is responsible for my training. I realize that my co-workers rely on me, and I promise to report
expected absence or lateness to my immediate supervisor or other designated personnel. If I am going to be
absent for a month or longer, I will notify Volunteer Services of my intentions.

Library patrons may assume that I am a library employee. Therefore, I will wear a volunteer identification
badge when volunteering. If approached with questions that I am unable to answer, I will refer the patron to
the appropriate staff person.

Volunteer Signature __________________________ Date __________________________

Agreement Effective (date) __________________________ Agreement will terminate (date) __________________________

Supervisor Name __________________________

Supervisor Signature __________________________

Volunteer Site Phone __________________________

*VOLUNTEER SERVICES
The Chicago Public Library
1224 West Van Buren Street
Chicago, Illinois 60607
(312) 738-7892
LEADERSHIP CIRCLE  
After-school tutoring program

1. Complete the VOLUNTEER FORM if you haven't done so. Forms are in the back of the box labeled FORMS.

2. Locate your folder in the appropriate box. It should contain enough NAME TAGS for your group, COLORED FILE CARDS for tutee information (Buff—math, pink—reading, green—science), WHITE FILE CARD for tutor information. Verify student information before entering on cards.

3. Supervision of tutees and home contact is your responsibility.

4. NO GUM or CANDY in the library. This is a library rule.

5. Encourage tutees to use their library cards. If they don't have library cards, help them to obtain one.

6. Use your library card. If you don't have one, obtain one and use it regularly. The tutees need good role models. Let them see you charging out books. Help them select books.

7. At the beginning of each session, SIGN IN in the library log.

8. Start your session by taking the appropriate FORM from the folder in the box labeled FORMS. (If you are interested in credit in READING, use the PINK form. For MATH, use the BUFF form. For SCIENCE, use the GREEN form.) Fill in your name and have each TUTEE SIGN HIS/HER NAME. If you have a group of four, you will have to use two forms.

9. At the close of the session, when the tutees are beginning their homework assignments, COMPLETE THE REPORT FORM/FORMS. Place the completed form in the WHITE FOLDER which is in the box labeled FORMS. These reports DO NOT leave the library.

10. If a tutee is absent, complete a NON-ATTENDANCE form. Place this form in your folder which remains in the library. Contact the family from your room or home. Complete the form the very next time you are in the library, and place this form in the COMPLETED FORMS folder in the FORMS box.

11. Remember to attend seminars on Wednesdays @ 12:00 noon in LT-912.

12. Concerns? Call me at Loyola or at my home.

13. You are SPECIAL! Without you, this program would not be the success it is destined to be. You have made it possible for 86 youngsters to receive special help. You are making a difference in the life of a child.
Tutee's Name: __________________________  Age: ________
School: ___________________________ Teacher's Name: ___________________________ Gr: __________
Home Address: ________________________________________________________________
City: __________ State: ______ Zip: ______
Phone: (____)-______________

Parent/Guardian's Name: ______________________________________________
Business Phone: __________ Days: ______
Nights: ______
Emergency Contact Person: _____________________________________________
Phone: (____)-__________

Subject in which tutoring is desired:
English: ________  Reading: ________
Math: ________  Science: ________
Soc Stu: ________  For. Lang: ________

Special Information (interests, talents, needs, etc.)
__________________________________________________________________________

Parental permission obtained: Yes ________  No ________
Date
Best time to contact parent: _________________________________________________
__________________________________________________________________________

Additional Information: _________________________________________________
__________________________________________________________________________
INDIVIDUALIZATION OF INSTRUCTION WORKSHOP
CHRD - 363

Credit Hours: 1 hour/semester
Lecture/Debriefing: 1 hour/week
Tutoring: 60 hours/semester
Pre-requisite: Concurrent enrollment in M-23

COURSE DESCRIPTION: In this course, students will apply learning theory, strategies, and techniques learned in M-23 in tutorial sessions. Observation, analysis, and evaluation of interactions will be emphasized.

OBJECTIVES:
A successful student will be able to:
1. Apply knowledge of learning theories in tutoring situations.
2. Demonstrate use of effective tutoring techniques which meet the specific needs of the tutee.
3. Adjust strategies to meet the needs of special learners.
4. Demonstrate awareness of appropriate attitudinal skills necessary for tutoring.
5. Recognize the skill level of the tutee and use appropriate activities to assist in the development of tutee skills.
6. Record meaningful observations about the tutee and utilize the information to improve the tutee's situation.
7. Give appropriate feedback.
8. Assist the tutee in establishing content/learning goals.
9. Assist the tutee in working with assigned materials/content.
10. Assist tutee in learning to utilize appropriate learning strategies.
11. Share tutoring experiences with other tutors enrolled in the workshop.
12. Record observations, assess data, and draw conclusions based on tutoring interactions.
LOYOLA TUTOR AGREEMENT

The undersigned student hereby agrees to abide by the regulations of the Loyola Leadership Circle tutoring project and the site to which the student tutor is assigned while serving as a volunteer tutor.

Further, the student tutor agrees to:

1. Establish a time commitment (site) tutee which is not to be broken.
2. Follow tutoring procedures as outlined below and by the site supervisor.
   a. Sign in each session.
   b. Submit lesson plan after each session.
   c. Submit lesson evaluation no later than the session immediately following the session for which the evaluation was completed.
   d. Read one book off the list of multi-cultural readings which will be provided and complete book review which indicates what you have learned about the culture and how it impacts learners.
   e. Attend the LEADERSHIP CIRCLE AWARDS NIGHT at the close of the semester. The date will be included in the site calendar.
   f. Attend all seminars and debriefings.
   g. Submit a reflective evaluation after the final tutoring session. Details will be provided during the second pre-tutoring meeting.

The Leadership Circle coordinators agree to provide orientation, on-site support and observation, be available for consultation, and regular communication to make this a positive experience for the tutee, tutor, the site, and the Leadership Circle project.

SIGNED:

_________________________ Tutor ___________________________

_________________________ Date ___________________________

_________________________ Leadership Circle Director ___________________________

Site Assignment ____________________ Starting Date ______
Use the following code to rate yourself in each category listed below: DNA = does not apply; P = poor; A = average; B = Above Average; E = Excellent.

1. PERSONAL TRAITS: tact, patience, kindness
2. CHARACTER: fairness, sincerity, maturity
3. APPEARANCE: neatness, appropriate dress, poise
4. LANGUAGE USAGE: good communication skills
5. MENTAL TRAITS: good judgement and discrimination, open mindedness, emotional control
6. COOPERATION: attitude toward site personnel and tutees
7. ATTITUDE: willingness to assume responsibility, works to ability, work habits
8. DISPOSITION: general outlook
9. UNDERSTANDING OF TUTEES: development of good working relationship with tutees
10. HUMAN RELATIONS: desire & ability to establish satisfactory human relations with site
11. RELIABILITY: good attendance, prompt, dependable

COMMENTS: ____________________________
March 23, 1990

Dear Parent or Guardian,

We are very glad your child was able to participate in our tutoring program during the past eight weeks. Because of all the wonderful responses from all of you, we think a celebration is in order. Your invitation is attached.

Please return the bottom part of the invitation in the postage-paid envelope that is attached. We look forward to meeting you and your family on Monday, April 9, 1990.

Sincerely,

Berni Austin
Project Manager

Dr Diane Schiller
Project Director

Mary McAuliffe
Library Coordinator

enc:2
You are invited to

THE

1990 LEADERSHIP CIRCLE
AWARDS NIGHT

Monday, April 9, 1990
7:00 P.M. - 9:00 P.M.
Crown Center Auditorium

Loyola University
6525 N. Sheridan Road
Chicago, Illinois

Please return by March 30, 1990,
so that refreshments can be ordered.
Child's name: _______________________
Will attend:  — no
    — yes
Number of persons attending: ____________
Parent's Signature: ____________________
Certificate of Participation

Leadership Circle

Loyola University of Chicago/SLC U.S. Department of Education
Grant Project

Presented To:

LEADERSHIP CIRCLE

Project Director

CHRD Chairperson

Dean, School of Education

MAY 8, 1991
APPENDIX H
ABSTRACT ---Library Proposal

Library services are under-utilized by the at-risk school-age population in the Bezazian, Edgewater, and Rogers Park Branch Libraries service areas. Lack of adequate communication between neighborhood classroom teachers and local librarians contributes to this condition. Some excellent resources for school-related learning are available in schools and libraries. Maximizing use of these resources will benefit libraries, schools, and students. The purpose of Leadership Circle is to enable the three branch libraries to become primary information providers for school-age children after school hours. This project will: (1) coordinate local library resources with local school curricular needs to increase utilization of library resources by K-8 students in the target areas; (2) enhance the non-fiction and fiction collections of the three branch libraries; (3) assist children to select books which will help them develop skills which are critical to learning as measured by the state assessment tests; (4) provide staff develop for local school teachers/administrators and tutors to inform them of the broad range of library services; (5) improve the library skills of at-risk children of diverse cultures; and (6) make the bibliographies and data from this project available to libraries across Illinois.

NEEDS

In a large urban community, libraries must serve the needs of all people, accounting for differences in economic, social and academic levels. The areas which are serviced by Edgewater, Bezazzian and Rogers Park Branch Libraries reflect a diverse population with 46% to 95% of the families living below the subsistence level. Standardized test scores published in the Chicago Tribune for the target schools in the library service areas report reading, language arts, and math scores below the median (250) in all tested subject areas. The scores range from 135 to 250 in all tested areas except 8th grade reading at Armstrong School (255). The combination of poverty and low test scores create a large pool of at-risk students supporting Rist’s research (1970) that schools perpetuate society’s caste system.

Children in these schools come to the libraries but either can’t find
or don’t know how to find appropriate library materials to support their school work. Children’s librarians have little or no formal training that facilitates the coordination of school curriculum with library resources. They feel their effectiveness is limited because they are not experts who have knowledge about the educational needs of children at various grade levels and in all subjects.

Teachers often assume that local branch libraries shelve fiction and nonfiction books that support the educational program. Additionally, there simply aren’t enough librarians to maintain regular contact with all the classroom teachers in the library service areas. This lack of communication between teachers and librarians discourages use of the library. In a pilot staff development project conducted at Loyola University (Dwyer, 1990) a significant increase in library usage was realized when teachers were informed of the library services available.

The Edgewater Library and Loyola University are in the second semester of a cooperative tutoring project which received the first place 1990 Learning in Volunteerism Experience Award (L.I.V.E.) from Illinois Bell Telephone and the Governor’s Committee on Volunteerism. Through this project Loyola students tutor area K-8 at-risk students at the Edgewater Branch Library. The project has fostered increased use of library resources by school age children, but a more significant increase will be realized through coordination of school and library resources and the inclusion of the Bezazzian and Rogers Park Branch Libraries.

Through this project, Leadership Circle, the Bezazzian, Rogers Park and Edgewater Branch Libraries will become primary information providers for school age children after school hours. This project will:

1. coordinate local library resources with local school curricular needs

2. increase utilization of library resources

3. enhance the fiction and nonfiction childrens' collections of the Bezazzian, Edgewater and Robers Park Branch Libraries
4. select books which will assist children in developing skills which are critical to learning as measured by state assessment tests

5. provide staff development for local school teachers/administrators and tutors to inform them of library services

6. improve the library skills of at-risk children of diverse cultures

LONG-RANGE PROGRAM

Applicability to Illinois State Library’s Long-Range Plan for FY90-94:

A. .02 Improving Inadequate Library Services

A. .03 Improving Library Services to the Disadvantaged

A. .09 Limited English-speaking Ability

A. .012 Combatting Illiteracy (for school-age populations)

Applicability to the 1988-1992 Goals of the Chicago Public Library:

To select, acquire, and provide access to those resources which meet community needs, interest, and demands and which reflect the ethnic diversity of Chicago’s neighborhoods.

To join with other educational, cultural, and community organizations to promote literacy.

To expand awareness and support for the library through public relations efforts, stressing the variety of resources and services available.
GOALS AND MEASURABLE OBJECTIVES

Goal I:

To make available more appropriate library resources for K-8 at-risk students

Objectives

1. To coordinate elementary school material with library holdings

2. To make available a bibliography K-8 math, science, social studies and fine arts library holdings which support local school curricula in these areas

3. To purchase materials which will supplement current library holdings and reflect the needs of the local school curricula

Goal II

To increase utilization of library holdings for school-related learning

Objectives

1. To provide workshops which familiarize teachers with library collections which support subject learning

2. To assist the target population in using library holdings to complete school and homework assignments

3. To introduce tutees to nonfiction curriculum-related materials monthly
Goal III

To provide state-wide access to the bibliographies developed for this project

Objectives

1. To develop the bibliographies at the local level
2. To publish the bibliographies for distribution to libraries throughout the state

Goal IV

To disseminate project findings

Objectives

1. To obtain quantitative and qualitative data which describes
   a. the reading attitudes and habits of tutors, tutees, and families
   b. library usage of school-related curricular materials
2. Project findings will be published and disseminated to library professionals, reading specialists, professional education organizations, U.S. Department of Education Student Literacy Corps programs and private and public school districts.

Goal V

To develop a model for public library/university/local school cooperation which encourages use of the library as a primary information source for after school learning
PROJECT PLAN

Three branch libraries have been selected to offer tutoring which coordinates school learning with the use of library resources. These libraries serve a diverse population in terms of culture and represent an at-risk population in terms of limited English-speaking ability and family illiteracy. The libraries selected are Bezazzian, Edgewater and Rogers Park Branch Libraries.

The children's librarians and other interested staff persons in these three branch libraries and teachers in the local schools will participate in workshops designed to promote communication between school and library personnel. The workshops will focus on the use of library resources as supplements to local school curricula.

IMPLEMENTATION SCHEDULE

July-August

The Project Director will recruit and interview candidates for the position of Project Curriculum Consultant/Coordinator. This individual will be responsible for the coordination of school curricular needs and current local library resources. This curriculum consultant will also identify materials which will be added to current collections to support school learning and strengthen library collections. Work will begin on development of bibliographies that result from this project.

September

Using the resources identified by the Project Curriculum Consultant/Coordinator, new acquisitions will be ordered. When they arrive they will be coded to facilitate date collection about this project.

The Curriculum Consultant/Coordinator will begin a training program for tutors in cooperation with Loyola University School of Education. Tutors will be given instruction in library usage and how to use children's fiction and non-fiction books to enhance learning.
October

The Project Curriculum Consultant/Coordinator will present workshops for library service area teachers and administrators to acquaint them with new acquisitions and the library tutoring program.

Workshops will also be presented to parents in the area to acquaint them with this service.

On or about October 15th an 8-week tutoring program will begin. Initial data regarding library usage, student attitudes and interests and teacher/library roles will be gathered.

November

Tutoring continues throughout the month of November.

The Project Curriculum Consultant/Coordinator will provide on-site supervision for tutors and will assist in the development of appropriate learning activities for the tutees.

A field trip for tutors and tutees to the Cultural Center in downtown Chicago will reinforce the learning activities and the role of the library.

Publicity materials will be developed to assist the libraries and schools in advertising the school-coordinated resources available for use at and through the public library.

New acquisitions will continue to be cataloged.

December

An acknowledgement program for those involved in the project will take place in early December at the Crown Center, Loyola University Lake Shore Campus.

A list of students’ favorite books as evidenced by library circulation will be created as well as an interim report to reflect progress of the project.
New acquisitions will continue to be cataloged.

**January**

Training sessions for new tutors begin.

Continue cataloging library acquisitions.

**February**

Second semester tutoring begins.

Follow-up workshops for teachers and parents will focus on library resources for school-related learning and program progress.

Continue cataloging library acquisitions.

**March**

Tutoring continues.

Field trip for tutors and tutees to Harold Washington Library will emphasize role of library learning.

Continue cataloging library acquisitions.

**April**

Post survey of student attitudes, teacher/library roles will be administered.

Acknowledgement program for all participants will be held at Crown Center of Loyola University, Lake Shore Campus.

Tutoring ends on April 30th.

Continue cataloging new library acquisitions.
May-June

Circulation data and analysis of library usage, reading attitudes and interests of participants at the three sites will be organized.

Report of bibliographic items that were effective will be distributed to other libraries so that they can adapt this information to their needs.

Project findings will be disseminated as stated in the goals.

**Goal I**

**To make available more appropriate library resources for K-8 at-risk students**

**Objectives:**

1. To inventory school curriculum-related resources.

   **Criteria:**
   When the PCC/C compiles the list of school curriculum-related resources, this objective will be met.

2. To inventory the three branch library collections for school curriculum-related resource holdings.

   **Criteria:**
   When the inventory of the branch library collections is completed, this objective will be met.

3. To coordinate elementary school material with library holdings

   **Criteria:**
   When the PCC/C identifies the needed resources to supplement library school curriculum related collections, this objective will be met.
4. To purchase materials which will supplement current library holdings and reflect the needs of the local school curricula

Criteria:
When the PCC/C identifies additional titles to support the local school curricula and the titles have been ordered and received, this objective will be met.

5. To make available a bibliography of K-8 math, science, social studies and fine arts library holdings which support local school curricula in these areas.

Criteria:
When the PCC/C and local library staff compile a bibliography of current holdings related to the curricular needs of the local schools, this objective will be met.

Goal II

To increase utilization of local library holdings for school-related learning

Objectives:

1. To code books which are useful for school-related curricula and which develop skills which are measured on state assessments.

Criteria:
When all the new project acquisitions are coded and placed in general circulation, this objective will be met.

2. To provide workshops which familiarize teachers with library collections which support subject learning

Criteria:
When the workshops have been presented by the Project Curriculum Consultant/Coordinator, this objective will be met.
3. To assist the target population in using library holdings to complete school and homework assignments

Criteria:
When the tutees have been instructed in proper use of library holdings related to school/homework assignments, this objective will be met.

4. To introduce tutees to non-fiction curriculum-related materials monthly

Criteria:
When the tutors create lessons plans that include non-fiction curriculum-related materials and implement the plans during the tutoring sessions, this objective will be met.

Goal III

To provide state-wide access to the bibliographies developed for this project

Objectives:

1. To develop the bibliographies at the local level

Criteria:
When the PCC/C develops the bibliographies in math, science, social studies and fine arts which integrate state assessment objectives with coded resources selected (current holdings & new acquisitions), this objective will be met.

2. To publish the bibliographies for distribution to libraries throughout the state

Criteria:
When copies of the bibliographies are duplicated and they are mailed to libraries throughout the state, this objective will be met.
Goal IV

To disseminate project findings

Objectives:

1. To obtain quantitative and qualitative data which describes
   a. the reading attitudes and habits of tutors, tutees, and families
   b. library usage of school-related curricular materials

Criteria:
When the evaluative instruments are administered and the data is collected to determine reading attitudes and habits of tutors and tutees and families prior to and at the completion of this project, this objective will be met. Additionally, anecdotal evidence will be gathered from tutors and classroom teachers to meet this objective. Circulation data will be used to determine library usage of school-related materials to further meet this objective.

2. Project findings will be published and disseminated to library professionals, reading specialists, professional education organizations, U.S. Department of Education Student Literacy Corps program and private and public school districts.

Criteria:
When a report of project findings is published and distributed to the agencies and professional organizations listed above, this objective will be met. Additionally, project findings may be presented at meetings of professional organizations by the project staff to further meet this objective.
Goal V

To develop a model for public library/university/local school cooperation which encourages use of the library as a primary information source for after school hours

Criteria:
When all of the objectives and goals of this project are met, the model of public library/university/local school cooperation will be realized and this goal will be met.

(PROPOSED BUDGET FOR LSCA GRANT PROPOSAL IS NOT INCLUDED FOR REVIEW IN THIS THESIS)

**The Project Curriculum Consultant/Coordinator will have an advanced degree in curriculum and instruction. The duties of this position will include: (1) identifying current public library resources and local school curricular needs; (2) selecting materials to match the public library's resources to local school needs; (3) arranging staff development, including travel to conferences for library personnel; (4) identifying continuing education opportunities for local school personnel; (5) planning and conducting parent information programs; (6) training, supervising, and evaluating student tutors for three branch libraries, (7) collecting data, and (8) analyzing and disseminating the project findings.

# The Tutoring Coordinator will be responsible for: (1) the selection of volunteer tutors; (2) maintenance of records of tutor progress; and (3) maintenance of records of tutee progress.
ABSTRACT---University/School Districts Proposal for Development of Professional Educators (beginning education students through professors and certified teachers through experienced school administrators)

Loyola University in collaboration with school districts #65 (K-8) and #202 (9-12) representing Evanston and portions of Skokie, Illinois propose the development of a site-based clinical training model for educators. Professors, teachers and school administrators will design (a sequence of) courses intended to train educators as leaders who will serve in multicultural settings. Special emphasis will be placed on the recruitment and development of minorities for positions of leadership in the field of education.

Twelve to fifteen educators from the school districts will be selected as project participants. Training will include the following components: graduate administrative development for school district teachers, seminars in a clinical setting for university student teachers and tutors, and high school student involvement in a Future Educators Club as cross-age tutors for elementary and middle school students. Particular focus will be given to enhancing understanding of schools with diverse ethnic and racial populations. In addition, leadership characteristics related to decision-making, conflict resolution and collegial interaction will be incorporated into the training.

Project results will be published through collaborative efforts. Practioner involvement in the design and implementation of clinical training programs will be reported at conferences, through professional journals and by the compilation of a video library detailing project activities. A longitudinal study will be implemented to study the efficacy of the training model.
A change in the preparation of teachers to assume leadership roles in K-12 schools of the twenty-first century is crucial. Surveys conducted by AACTE and ICATE indicate that beginning teachers need assistance in developing skills for interacting with parents, administrators, and other colleagues. Collaborative school efforts require teachers who exhibit leadership in collegial problem-solving, consensus decision-making, and implementation of conflict resolution strategies. Yet most programs preparing professional educators seldom provide the professional interactions which Corbette and others consider essential to development of leadership which enables teachers to engage in productive dialogue about teaching and learning with parents, administrators, and other teachers.

For several years, Loyola University School of Education has placed student teachers in the classrooms of District 65 and District 202 as the final stage in the teacher preparation process. Some administrators in these districts have received administrator certification and/or advanced degrees through one of the university's administrator preparation programs. Most recently, undergraduate education students enrolled in a practicum for secondary education have served as tutors in four District 202 programs designed to service at-risk students. Through these ongoing experiences, a university/school districts collaboration has evolved bringing together university faculty and elementary and secondary school administrators and teachers for the purpose of strengthening the professional preparation of educators.

Elementary School District 65 and Secondary School District 202, with their separate school boards and superintendents, serve residents of Evanston and parts of Skokie, Illinois. This school community prides itself in meeting the needs of racially and culturally diverse students. Along with Loyola University, these districts recognize the numerous communication and articulation challenges faced by dual school district organization, a common structure in Illinois. This university/school districts partnership will bring together university faculty, elementary and secondary school administrators and teachers, 12 to 15 future administrators, student teachers, educations majors, and high school students to create the interactions and training necessary to develop leadership in educators and in educator preparation.

**OBJECTIVES**

1. To conduct a needs assessment within the school community (students, teachers, & administrators) to develop a program that helps educational practitioners refine their leadership skills for working in a multi-cultural setting.

2. To develop, through group mentoring experiences, educational leaders (students, teachers, & administrators) who possess multi-cultural sensitivity and can make a difference in the environments in which they serve whether they are students, teachers, or administrators.
3. To develop a clinical site with faculty trained to integrate theory into practice.

4. To develop mentorships among university faculty, senior school district administrators, teachers, student teachers, tutors, high school students, and elementary school students.

5. To provide systematic feedback and evaluation to the participating institutions.

6. To report project findings as part of the educational reform movement emphasizing research findings related to the complementary roles of university and school districts in the preparation of professional educators.

WORK TO BE ACCOMPLISHED

1. Sept., 1991 to Dec., 1991 --- School District 65 and School District 202 jointly identify 12 to 15 teachers to participate in this project. The participants represent, as closely as possible, the racial and cultural composition of the districts and a cross-section of academic disciplines.

2. Sept., 1991 to Dec., 1991 --- (1) Project directors conduct a needs assessment to be used for program development. (2) Loyola University offers, at no cost to the participants, an on-site supervision course which enables the identified participants to provide supervision for student teachers within the grant program which begins in January, 1992.

3. Early January, 1992 --- Project directors from the university and the school districts meet and jointly prepare an orientation session for all project participants. The participants include undergraduate university tutors, student teachers, the 12 - 15 identified participants from the two school districts, senior school district administrators, and university faculty.

4. By mid-January, 1992 --- Student teacher supervisors and cooperating teachers participate in a training course designed and implemented by the Loyola University Director of Clinical Experiences and senior administrators from District 65 and District 202. This course is a pilot for incorporation into the university's teacher education program.

5(a). The school district participants enroll in the free, on-site course in school administration.

(b). Student teacher supervisors who have completed the course in supervision conduct weekly seminars on-site in designated Evanston schools. Sites are rotated to enable all project participants to understand and respond to the diversity of the community.

(c). Each of the 12 - 15 participants prepares and presents one
seminar on the university campus. The selection of content is directed by university faculty in collaboration with school district contact persons. These faculty, who are senior administrators, content specialists, or master teachers are mentors for the tutor/student teacher supervisors. Seminars are video-taped and form the basis of a video training library for development of educational supervisors who are leaders.

6(a). January, 1992 to December, 1992 --- All participants meet monthly for the development of leadership skills. This is accomplished through a variety of techniques emphasizing the leadership traits (SEE: page 1) common to all education professionals but expressed in their complementary teacher and administrator roles. The university designs & facilitates this aspect of the project. Topics include mentorships, the reflective practitioner, and other leadership components identified in the needs assessment.

(b). Through attendance at seminars, mentorships develop among administrators, teachers, student teachers, and high school students.

(c). Education students working as student teachers or tutors are encouraged to become mentors for one of the District 202 students or a member of the FEA.

7(a). Teams of high school students, student teachers, teachers, administrators, and university faculty organize to conduct mutually agreed upon action research.

(b). A distinguished university professor assists the teams with preparation of manuscripts reporting research outcomes for publication.

8. An in-service program on multi-cultural sensitivity is presented.

9. May, 1992 to December, 1992 --- School district participants enroll in another on-site course leading new tutors and administrator certification. In August, new tutors and student teachers are assigned to the Evanston/Skokie school districts, and the cycle of professional educators continues with modifications resulting from the on-going partnership. (SEE: Appendix for course sequence)

ANTICIPATED OUTCOMES
1. All participants become aware of the leadership traits (SEE: page 1) common to education professionals serving in a multi-cultural context.

2. Participants are able to model effective leadership (SEE: page 1) in the roles they occupy in the schools in which they are currently assigned or will be assigned in the future.
3. Educational theory is linked to practice for undergraduate and graduate students through the involvement of the practitioner educator in all on-site coursework.

4. District 65 and District 202 clinical faculty are identified and prepared to work collaboratively with university faculty.

5. A natural mentorship strand from senior administrator to future teacher is generated and fostered.

6. Collaborative research is reported.

7. Project results are published through collaborative efforts. School media and professional journals are outlets. A video tape of the key elements for the project is produced enabling others to replicate this project.

LONG RANGE PLAN/IMPLICATIONS

1. Because the project participants reflect the multi-cultural composition of the community, the potential for an increase in minority teachers and administrators to be realized within three to five years.

2. Education professionals prepared as leaders will be better prepared to serve in multi-cultural school districts.

3. A second year project could involve FEA members as tutors for elementary school students.

4. Funding could be designated to provide a scholarship for a qualified FEA member to be educated in the Loyola University School of Education with the expectation that the individual will enter one of the District 65 or District 202 schools upon receiving teacher certification. This would close the leadership loop and feed back into the system.

5. The university would have a clinical education site and clinical education faculty.

6. A model for increased communication and articulation in communities served by dual school districts is created.

REPLICATION POTENTIAL

The comprehensive model, which addresses issues raised by Goodlad and the AACTE/Metropolitan Life Survey of Teacher Education Students, offers a variety of options for adaptation by other colleges, schools, and communities.

FUNCTIONAL TIME SCHEDULE

During the 1989 to 1991 academic years, an increasing commitment to improved professional educator development emerged between Loyola University, District 65, and District 202. The funded portion of this project, which has been designed for eighteen months (November, 1991 to May, 1993), accelerates the implementation of a
strengthened preparation program for educators.

DISSEMINATION OF INFORMATION
Dissemination of information will involve participants at all levels, high school student through university professor. Presentations at AATE, ASCD and other national professional education associations and their state affiliates are anticipated. Publications of the Evanston School Districts, the Evanston/Skokie community, Loyola University and journals of other professional education organizations are also potential outlets for dissemination of project results.

EFFECTIVE EVALUATION
Evaluation will be on-going. (1) Participant attitudes and staff commitment to the concept provide informal indicators of program success. (2) Publications and a video training library will be developed. (3) Comparison of student teacher exit interviews between Evanston-assigned student teachers and a randomly selected equal number of student teachers assigned outside of Evanston will be completed. (4) Follow-up of participants will be conducted at 2 yr and 5 yr intervals to identify the numbers in leadership roles in and out of the Evanston school districts. (5) Evanston cable access television will be used as a vehicle for further supervisory training using videos prepared during the project. (6) Program evaluation will be conducted in May, 1992, and project modifications will be made accordingly.

POTENTIAL IMPACT
Project provides a model for preparing K-12 teachers and administrators in a mutually supportive environment which encourages development of leadership skills that benefit universities, school districts, and the education community as a whole. Awareness of the educational leadership potential existing within minority populations is increased. It is recommended that new district participants be identified every other year. Project has the potential to provide the first small urban clinical education site for Loyola University teacher and administrator preparation. The advantage of a clinical setting is the experience it provides for the trainee in a natural environment. Finally, the project also provides a model for improved communication and articulation in dual school districts which is a common organizational structure in Illinois.
MLF APPENDICES

Appendix A ............................................................ Innovative Approaches
Appendix B ............................................................ Demographics
Appendix C ............................................................. Learning Community Model
Appendix D ............................................................. Graduate Study Course Sequence
Appendix E ......................................................... Elementary Education Certification Course Sequence
Appendix F ............................................................ Secondary Certification Course Sequence

(PROPOSED BUDGET FOR MLF GRANT PROPOSAL IS NOT INCLUDED FOR REVIEW IN THIS THESIS)
INNOVATIVE APPROACHES

1. The inclusion of dual school districts in cooperation with the university to develop leadership in education professionals is historically unique in Illinois.

2. Practitioners input into the design and implementation of programs which prepare education professionals to serve as leaders in small, urban, multi-cultural school districts is structured and systematized.

3. Unique mentorships are developed within the two school districts thereby creating an on-going collaborative mentoring spiral throughout the Evanston/Skokie educational community.

4. Longitudinal follow-up is conducted for five years.

5. Systematically collected data is used to measure program effectiveness.

6. Research protocol for the comparison of teacher education preparation between project and non-project participants is established. (SEE: Evaluation, page 5)

7. Video production of research reports by School District 65, School District 202, and Loyola University communication departments is also unique. It involves school district students and personnel with university in dissemination of educational research via community access cable, and informs the local community of project progress.

8. Project dissemination through collaboratively written articles for professional journals is also unique because writing teams consist of persons who are high schoolers, beginning education students, pre-service teachers, and certificated education professionals from beginning teacher to senior administrator and university faculty.

9. Communication and articulation between the two districts continues to be enhanced through the interaction of building level and district level personnel in both school districts provided by this project.
### DEMOGRAPHICS

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL DISTRICT 202</th>
<th>SCHOOL DISTRICT 65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Staff</td>
<td>255</td>
<td>610</td>
</tr>
<tr>
<td>White</td>
<td>175</td>
<td>421</td>
</tr>
<tr>
<td>Minority</td>
<td>80</td>
<td>189</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Students</td>
<td>2700</td>
<td>6100</td>
</tr>
<tr>
<td>White</td>
<td>49%</td>
<td>48%</td>
</tr>
<tr>
<td>Black</td>
<td>42%</td>
<td>44%</td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>Language Groups</td>
<td>38 groups</td>
<td>over 30 groups</td>
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### SCHL OF EDUCATION

<table>
<thead>
<tr>
<th></th>
<th>LOYOLA UNDERGRADUATES</th>
<th>LOYOLA GRADUATES</th>
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</thead>
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<tr>
<td>Students</td>
<td>196</td>
<td>520</td>
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<tr>
<td>White</td>
<td>149</td>
<td>370</td>
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<tr>
<td>Black</td>
<td>17</td>
<td>64</td>
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<td>Asian</td>
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<td>Hispanic</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>Unclassified</td>
<td>5</td>
<td>52</td>
</tr>
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</table>
A Learning Community

Communication/Feedback
Sense of Community
Parent/Community
Leadership/Decision-Making
Socio-Political
Research

K-12 Students
Multicultural
Socialization/Enculturation
Undergrad Students
Mentoring/Modeling
Graduate Students
Reflective Practice

University-School-Community Leadership Model
Appendix D

GRADUATE STUDENT COURSE SEQUENCE

On-Site in School District

September, 1991 .......... School Supervision

January, 1992 ..........a) School Administration
                      b) Practicum

May, 1992 ............... Workshop in Leadership

September, 1992 .......... Workshop in School-Community Relations

On-Campus at One of the Loyola Campuses

1. History of Western Education
   or
   Sociological Foundations of Education

2. Philosophy of Education

3. Educational Psychology

4. Statistics

For those who pursue special administrator certifications, other on-campus course options are available after admission to the Administration and Supervision Program and consultation with an advisor.
To be eligible for a State of Illinois Elementary Teaching Certificate, you must complete the following requirements. This list reflects the revisions governing general education requirements for elementary certification.

I. **Liberal Arts Core**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Engl 101, 201, 209 or waiver)</td>
<td>6</td>
</tr>
<tr>
<td>Literature (can include CHRO 206)</td>
<td>9</td>
</tr>
<tr>
<td>American History</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (must include a course in a non-Western/third world culture)</td>
<td>6</td>
</tr>
<tr>
<td>American Government (PISc 101)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (Math 147 and 148)</td>
<td>6</td>
</tr>
<tr>
<td>Science, including one laboratory (NiSc 103, 104, 105, &amp; 106)</td>
<td>12</td>
</tr>
<tr>
<td>Philosophy (including ELPS 302)</td>
<td>9</td>
</tr>
<tr>
<td>Theology</td>
<td>9</td>
</tr>
<tr>
<td>Communication (Cmun 101)</td>
<td>3</td>
</tr>
<tr>
<td>Health and Physical Development</td>
<td>2</td>
</tr>
<tr>
<td>Western Civilization (art. history or literature)</td>
<td>6</td>
</tr>
<tr>
<td>Free Electives</td>
<td>5</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>79</td>
</tr>
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II. **Education Core**

<table>
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<th>Course Description</th>
<th>Semester Hours</th>
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<tr>
<td>Educational Psychology (CEPS 229)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Teaching (CHRD M23)</td>
<td>3</td>
</tr>
<tr>
<td>Individualization of Instruction(CHRD 363)</td>
<td>1</td>
</tr>
<tr>
<td>History of American Education (ELPS 219 or 300)</td>
<td>3</td>
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<tr>
<td>Reading for Elementary Teachers (CHRD 359)</td>
<td>3</td>
</tr>
<tr>
<td>Reading in the Content Areas (CHRD 362)</td>
<td>3</td>
</tr>
<tr>
<td>Exceptional Child (CEPS 339)</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Methods</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching (CHRD MUS)</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>31</td>
</tr>
</tbody>
</table>

The above coursework must include two writing intensive courses.

III. **Area of Concentration**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Including 3 upper division classes)</td>
<td>18</td>
</tr>
</tbody>
</table>

| TOTAL | 18 |

IV. All candidates for elementary certification must present proof of 100 clock hours of supervised pre-clinical experience (see other side).

V. Additional requirements completed through student teaching coursework:

A. Audio visual competence

B. Illinois and U. S. Constitution test

The State of Illinois requires a passing grade in the Basic Skills and Competence test in the area of Elementary Education. Workbooks and study guides are provided by Loyola, however, the test is administered and scored by the state office.

Any additional information regarding requirements or Loyola’s program is available for: full-time students at the Water Tower Campus, LT 820 or by phone (312) 915-6051; for part-time students, at the Water Tower Campus, LT 512 or by phone (312) 915-6501.

January, 1991
AREAS OF CONCENTRATION

The general education requirements for elementary certificates issued after July 1, 1992 require eighteen (18) semester hours of additional study (including a minimum of nine (9) semester hours of upper division coursework) in one of the following disciplines:

- Mathematics
- Biological Science
- Physical Science
- History
- English
- Foreign Language
- Art
- Music
- Theatre
- Linguistics
- Philosophy
- American Government
- Political Science
- Anthropology
- Cultural Geography
- Economics
- Psychology
- Sociology

CLINICAL EXPERIENCE FOR ELEMENTARY EDUCATION

Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPS 229</td>
<td>Guided Observation</td>
<td>5</td>
</tr>
<tr>
<td>CHRD 363</td>
<td>Individual Tutoring</td>
<td>20</td>
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<tr>
<td>Math 147</td>
<td>Classroom</td>
<td>10</td>
</tr>
<tr>
<td>Natural Science</td>
<td>Classroom</td>
<td>10</td>
</tr>
<tr>
<td>CHRD 359</td>
<td>Classroom</td>
<td>10</td>
</tr>
<tr>
<td>CHRD 362/206</td>
<td>Small Group Tutoring</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>95</td>
</tr>
</tbody>
</table>

Elective Opportunities:

- Attend museum education program
- Attend local PTA meeting
- Attend annual meeting of professional organization
- Judge academic contest or fair
- Attend school board meeting
- Interview former teacher

TOTAL 100
To be eligible for a State of Illinois Secondary Teaching Certificate, you must complete the following requirements. This listing reflects the revisions governing general education requirements for secondary certification.

I. MAJOR
Loyola major or its equivalent in an area in which we are able to offer a certificate (see other side of sheet).

II. GENERAL EDUCATION
Courses required in addition to or in fulfillment of core curriculum, graduation or major requirements:
A. United States History 3 Hours
B. American Government 3 Hours
C. Non-Western or Third World Culture 3 Hours
D. Oral Communication (Speech 101) 3 Hours
E. Written Communications (English 101 and 201) 6 Hours
F. Biological/Physical Science With Lab 9 Hours
G. Health and/or Physical Education 2 Hours

III. EDUCATION REQUIREMENTS
A. COURSES:
   ELPS 219 or 300 - American Education 3 Hours
   CEPS 229 - Educational Psychology 3 Hours
   CHRD 352 - Reading/Writing In Content Area 3 Hours
   CHRD 363 - Individual Tutoring 1 Hour
   CEPS 339 - Exceptional Child 3 Hours
   CHRD M - Specialized Teaching Methods 3 Hours
   CHRD MUG - Student Teaching 9 Hours

B. Students are required to earn a gpa of 2.5 in their education courses. Minimum grades of "C" are required in written and oral communication and the major.

C. All candidates for secondary certification must present proof of 100 clock hours of supervised pre-clinical field experience (see other side) prior to student teaching.

D. Additional requirements completed through student teaching coursework:
   1. Audio visual competence
   2. Illinois and U.S. Constitution test

The State of Illinois requires a passing grade in the Basic Skills and Competence test in your major area. Workbooks and study guides are provided by Loyola, however the test is administered and scored by the State Office.

Any additional information regarding requirements or Loyola's program is available at the Water Tower Campus, LT 820 or by telephone at (312) 915-6025.

January, 1991
SUBJECT AREAS (MAJORS)
FOR SECONDARY CERTIFICATION

Biology
Chemistry
Communication
English
History
Latin
Mathematics
Modern Languages (French, German, Italian, Spanish)
Physics
Political Science
Psychology
Sociology
Theatre

PRE-CLINICAL EXPERIENCE FOR SECONDARY CERTIFICATION

Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPS 219</td>
<td>Open</td>
<td>5</td>
</tr>
<tr>
<td>CEPS 229</td>
<td>Guided Observation</td>
<td>5</td>
</tr>
<tr>
<td>CEPS 339</td>
<td>Open</td>
<td>5</td>
</tr>
<tr>
<td>CHRD 353</td>
<td>Individual Tutoring</td>
<td>20</td>
</tr>
<tr>
<td>CHRD M (Content Area)</td>
<td>Classroom</td>
<td>30</td>
</tr>
<tr>
<td>CHRD 362</td>
<td>Small Group Tutoring</td>
<td>40</td>
</tr>
</tbody>
</table>

Suggested Elective Opportunities:

- Attend museum education program
- Attend local PTA meeting
- Attend annual meeting of professional organization
- Judge academic contest or fair
- Attend school board meeting
- Interview former teacher
The thesis submitted by Bernardien Austin has been read and approved by the following
committee:

Dr. Diane Schiller, Director
Associate Professor, Curriculum
Loyola University Chicago

Dr. Mary Jane Gray
Professor, Reading
Loyola University Chicago

Dr. Ralph Tyler
Professor Emeritus

The final copies have been examined by the director of the thesis and the signature
which appears below verifies the fact that any necessary changes have been incorporated
and that the thesis is now given final approval by the Committee with reference to
content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree
of MASTER OF CURRICULUM.

10/31/91

Date

Diane Schiller
Director's Signature