

Oregon Senior Corps Programs Reading (Elementary)

Issue Area: Education

Service Category: Tutoring and Child (Elementary) Literacy

COMMUNITY NEED:

Describe the problem at the state level (written for all):

The Oregon State Superintendent of Public Instruction has identified literacy as an instructional priority for all students. The Oregon State report card for 3rd grade reading indicates that approximately 20% of the students statewide failed to meet state standards. Further, only 63% of Hispanic students and 74% of the African American students meet the reading standard for 2004 (2005).

Describe community need at project level (city, district, county) and client served (each project writes their own): <http://www.ode.state.or.us/data/reportcard/reports.aspx>

If you have more than one school district, you may want to provide a range (e.g. the highest and lowest performers).

Describe how the need will be addressed, the contribution of the project toward the effort (foreshadow the service activity) (each project writes their own – see sample below):

Elementary school principals and teaching staff in the Senior Corps service area have indicated that children in grades 1 through 3 would benefit from one on one tutoring and small group support in reading and reading readiness. Senior Corps volunteers will focus on helping students achieve reading proficiency, including test taking skills and good reading habits which would be beneficial to students who are struggling with reading skill development.

What will change (end outcome) (written for all):

With the extra one-on-one tutoring assistance from Senior Corps volunteers, students falling behind in reading will be able to improve reading skills and proficiency.

SERVICE ACTIVITY:

Service description and beneficiaries: Senior Corps volunteers will tutor teacher-identified students in grades 1-3 that are most in need of reading assistance. Tutoring activities will include: reading to students, listening to students read, and assessing student progress.

Scope of service (how often, how long): Senior Corps volunteers will provide one-on-one tutoring a minimum of 30 minutes per week during the school year for a minimum of 20 hours.

Add details if needed (each project writes their own):

ANTICIPATED INPUTS:

Volunteer numbers/number of hours: (Enter number) of Senior Corps volunteers will contribute a total of (enter number) volunteer hours to the tutoring activity.

Training/supervision: Senior Corps volunteers will receive pre-placement training (enter number hours) and monthly in-service training (enter number hours) by (enter name of program). Teaching staff at the volunteer stations will provide on the job training for the volunteers. The tutoring program will be supervised by the teaching staff at the volunteer stations.

Resources: Tutoring supplies such as space, computers, books, other educational resources will be provided by the volunteer station. Other supplies for student (e.g. snacks, incentives, transportation if applicable) will also be provided by the volunteer stations.

Add details if needed (each project writes their own):**ANTICIPATED ACCOMPLISHMENTS/OUTPUTS:**

Students will participate in the tutoring program.

Indicator: Number of students who participate in the tutoring program

Target: (Enter #) students will participate in the tutoring program.

How Measured: Attendance Logs, Tutoring Attendance Summary Sheet [Individual project forms]

ANTICIPATED INTERMEDIATE IMPACT/OUTCOME:

Tutored students demonstrate increased interest in reading.

Indicator: Percent of students who have participated in at least 20 hours of tutoring over the school year that demonstrate increased interest in reading activities (e.g. actively participate in reading activities; talk about what they have read; pick out own reading material)

Target: 50% of students will demonstrate an increased interest in reading, or maintain high levels (“always”) in at least 6 of 12 areas as observed by teacher or tutoring supervisor.

How Measured: Pre-Post Student Reading Interest Interview, administered by volunteer to teacher or tutoring supervisor during the first month of tutoring and again in the last month.

ANTICIPATED END IMPACT/OUTCOME:

Tutored students will demonstrate improved reading proficiency.

Indicator: The percent of students who have participated in at least 20 hours of tutoring over the school year that demonstrate improved reading proficiency by:

- ✓ Obtaining a higher score on the post test than on the pretest, OR
- ✓ Increasing reading grade level

Target: 50% of students demonstrate improved reading proficiency by:

- ✓ Obtaining at least X* % higher score on the post test than on the pretest, OR
- ✓ Increasing reading grade level by one grade

How Measured: Pre-Post Reading Proficiency Summary (data comes from existing data, e.g. Pre and Post Standardized Test Scores, DIBL, teacher records). Volunteer will administer to teacher or tutoring supervisor during the first month of tutoring and the last month.

**NOTE: If possible, this percent (e.g. “10%”) should be decided prior to use of the work plan.*

Tutoring Attendance Summary Sheet

Site/Station: _____

Supervisor: _____

Program Year: _____

Instructions: In the first column, write the name or identification code for each student enrolled in the tutoring program. Under each week (Wk 1, Wk 2, Wk 3, etc.), enter the number of tutoring hours each student received that week. Total the number of sessions attended in the last column (“Total”). After the sheet is complete, fill in the “Summary Total” box at the bottom of this form.

Student Name or Identification Number	Number of tutoring hours from Week 1 (date): __/__/____ to (date): __/__/____																
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16	TOTAL
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	
8.																	
9.																	
10.																	
11.																	
12.																	
13.																	
14.																	
15.																	

Summary Totals:	Total number of students enrolled: _____ Total number of students who attended at least (#) hours: _____
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Oregon Senior Corps Programs
Pre-Post Student Reading Interest Survey or Interview
Instrument and Instructions

This instrument can be administered as a paper and pencil survey (questionnaire) or as an interview.

The instrument measures the following Performance Measurement outcome, as written in the Oregon Reading (Elementary) work plan:

Intermediate Outcome (target statement): 50% of students will demonstrate an increased interest in reading, or maintain high levels (“always”) in at least 6 of 12 areas as observed by teacher or tutoring supervisor.



Who should complete this instrument? Teachers should be given a survey or interviewed about individual children who have participated in at least 20 hours of tutoring during the school year. One instrument (both pre and post) should be completed for each tutored child.

Who should administer the instrument? What kind of training do they need? The administrator should be able to answer questions about confidentiality and how the data will be used. Be sure to provide teachers with the name and telephone number of the project director in case they have questions.

If the instrument is administered as an interview, the interviewer should be able to ask the questions in a neutral way, without suggesting how the teacher should respond. The interviewer should NOT be the child’s tutor.

How should the instrument be administered? If the teacher is filling out the instrument as a questionnaire, be sure they understand how to fill it out, and when and where to return the completed instrument.

If the instrument is being administered as an interview, the interview should be conducted with the teacher in person or, if this is not possible, over the telephone. The interviewer should jot down how the interview was conducted, how long it took, and any other observations that seem important (e.g. “teacher seemed to get Johnny S. mixed up with Jimmy S. when he was talking”).

When should this instrument be completed? This is a pre-post instrument. It should be completed at the beginning and end of the school year.

Pre-Post Student Reading Interest Survey or Interview Instrument and Instructions (continued)

Can I add my own questions to the instrument? If you need to add additional questions to collect information for other grants or program purposes, add them at the end of the interview/survey, after the last question.

Can I omit some of the questions? This is not recommended. However, if you feel it is necessary to omit some questions, be sure you include this when you report on your outcome. Note the anticipated target statement assumes the interview contains all 12 items; this will need to be explained when you report.

What about confidentiality? It is important to maintain confidentiality of both student and teacher so respondents feel they may answer questions honestly. This can be done in different ways; for example: (1) don't write student names on the form; use a code number to match pre and post surveys; (2) keep completed instruments in a safe location where only you and the necessary staff have access, etc.



INSTRUCTIONS FOR INTERVIEWER

***(Program Name)* Tutoring**
STUDENT READING INTEREST
Teacher/supervisor interview

INTERVIEWER INSTRUCTIONS AND SCRIPT

Interviewer Instructions: Set up time to talk with the teacher and make sure to keep the interview to the agreed upon time. Ensure confidentiality for the teacher and child. Make gender appropriate changes in the questions. If the teacher is unable to respond because they don't know, check "don't know" for those questions.

Tip: You may want to complete the pre and post reading interest interview during the time you normally schedule to create the volunteer assignment/student plan and debrief meeting at the end of the tutoring effort.

To Teacher: Thank you for agreeing to speak with me. My name is (name) from the (program). Our volunteers have been tutoring (#) of your students this year in reading. We would like to know the degree to which you have observed your student showing enjoyment and interest in reading activities.

Please share your observations about (student name or identification number). This short interview should only take about (#) minutes. The information you provide is voluntary, confidential, and will not affect your access to tutoring services in any way. It is our hope that the information we collect about tutored students will help improve the tutoring program.

I will read 12 questions about this student's reading-related behaviors that you may have observed. For each one I will ask you for the frequency of the activity, your choices are: It always happens, it usually happens, sometimes happens, rarely happens, or never happens. Remember, your responses pertain to this particular student, not all the students who have received tutoring.

TEACHER/SUPERVISOR INTERVIEW

**(Program Name) Tutoring
STUDENT READING INTEREST**

PRE

Date: _____

Interviewer: _____

Student name: _____ **Teacher:** _____

How often does this student...	<i>(check one box <input checked="" type="checkbox"/> per item)</i>					
	Never	Rarely	Some- times	Usually	Always	Don't know
1. Enjoy reading new words/ask questions about their meaning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Enjoy picking out his own reading material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Focus on reading for an appropriate length of time during silent reading activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ask questions about new letters/sounds, and how written words are pronounced?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use new vocabulary from recent reading material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Enjoy reading to find the answer to a question?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Enjoy visiting the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Make up (written or verbal) or act out stories inspired by something he recently read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Talk enthusiastically about what she read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Participate voluntarily and actively in reading activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Pay attention when being read to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Indicate that she believes she is a good reader?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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If you have any additional comments about this student's progress in the tutoring program, please feel free to share them with me now or send them on to the project director, (project director name).

[Interviewer: write comments below]

THANK YOU for your time. If you have any questions about this interview, please contact (project director) at (telephone number).

TEACHER/SUPERVISOR INTERVIEW

**(Program Name) Tutoring
STUDENT READING INTEREST**

POST

Date: _____

Interviewer: _____

Student name: _____ **Teacher:** _____

How often does this student...	<i>(check one box <input checked="" type="checkbox"/> per item)</i>					
	Never	Rarely	Some- times	Usually	Always	Don't know
1. Enjoy reading new words/ask questions about their meaning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Enjoy picking out his own reading material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Focus on reading for an appropriate length of time during silent reading activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ask questions about new letters/sounds, and how written words are pronounced?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use new vocabulary from recent reading material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Enjoy reading to find the answer to a question?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Enjoy visiting the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Make up (written or verbal) or act out stories inspired by something he recently read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Talk enthusiastically about what she read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Participate voluntarily and actively in reading activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Pay attention when being read to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Indicate that she believes she is a good reader?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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If you have any additional comments about this student's progress in the tutoring program, please feel free to share them with me now or send them on to the project director, (project director name).

[Interviewer: write comments below]

THANK YOU for your time. If you have any questions about this interview, please contact (project director) at (telephone number).

**Oregon Senior Corps Programs
Reading Proficiency Summary Sheet
Instrument and Instructions**

This instrument measures the following Performance Measurement outcome, as written in the Oregon Reading (Elementary) work plan:

End Outcome (target statement): 50% of students demonstrate improved reading proficiency by:

- ✓ Obtaining a higher score on the post test than on the pretest by ___% (OR)
- ✓ Increasing reading grade level by one grade

NOTE: You will need to collect both pre and post data for the same indicator (test score or reading grade level). If you collect pre-data in the form of a test score, but post data for reading grade level, you will not be able to make the comparison necessary to determine whether the target was met.



Who should complete this summary sheet? Teachers should complete the summary sheet about individual children who have participated in at least 20 hours of tutoring over the school year. The teacher will need access to reading test scores and reading grade levels of individual children from the beginning of the school year (pre-test column) to the end (post test column). The Senior Corps director will need to complete the shaded area indicated.

Who should administer this summary sheet? What kind of training do they need? The administrator should explain to the teacher how, and which sections, they should complete. The administrator should also be able to answer questions about confidentiality and how the data will be used.

When should this summary sheet be completed? The summary sheet should be completed at the end of the school year (after six months of tutoring).

Can I add my own questions to the summary sheet? If you need to add additional questions to collect information for other grants or program purposes, add them at the end of the summary sheet.

What about confidentiality? It is important to maintain confidentiality of both student and teacher. This can be done in different ways; for example: (1) instead of writing student names on the form, use a code number that you and the teacher understand; (2) keep completed summary sheets in a safe location where only you and the necessary staff have access.

Reading Proficiency Summary Sheet: Pre and Post Comparison of Scores and/or Reading Grade Level

School/Site: _____ **Teacher:** _____ **Grade:** _____

Reading Test Name: _____

Teacher: The students listed below have been receiving tutoring in reading (at least 20 hours during the school year) and we would like to see if the tutoring has had the anticipated effect on reading skills. Please fill in the information requested for each student in the first three columns. Pretest and Post test scores refer to the reading test (named above) that students take at the beginning and end of the school year, or before and after receiving tutoring. Alternatively, please identify the reading level of the student before and after tutoring. Only one assessment needs to be recorded; either the test scores or reading grade level. All information you provide is confidential.

Student Name (or Identification Number)	Pretest Score Date Administered: ____/____/____	Post test Score Date Administered: ____/____/____	SENIOR CORPS OFFICE USE ONLY: Score differences. For students with both pre and post test scores, subtract the pretest score from the post test score and enter that number here
	Pre Reading Grade level (select one number) K 1 1.5 2 2.5 3 3.5 4	Post Reading Grade level (select one number) K 1 1.5 2 2.5 3 3.5 4	Grade level differences: For students with reading grade level, subtract the pre reading grade level from the post reading grade level and enter number here.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			