

**SUMMIT EDUCATIONAL ASSOCIATION  
ONE-ON-ONE TRAINING MANUAL  
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# SUMMIT ONE-ON-ONE PROGRAM

## I. THE BIG PICTURE

### The Need

Milwaukee has a great problem with drop-outs in its public school system; only about 45% of students entering high school graduate. Kids who do graduate from schools rank among the lowest in the nation according to ACT and SAT scores. Only about 13% of those entering high school go on to college.

### Summit In General

Summit is a supplementary educational institution for students in 4th thru 8th grades. It is run by the Summit Educational Association which has been helping inner-city students for almost 20 years. The goals of Summit are to help average grade school students gain acceptance into good public and private high schools in the area, and to help high school students gain acceptance into colleges. About 95% of those attending the Summit Achievement program for 7th, 8th and 9th graders finish high school. Over 65% go on to college.

### Tutoring At Summit

The One-On-One Tutoring Program for students in 4th, 5th and 6th grades matches a young professional volunteer with a student. Tutors meet with their students once each week at Summit for about 12 - 15 weeks each semester.

\* Students and tutors may choose from five sessions: Mondays-Thursdays (6-8 pm), or Saturdays (10-12 pm).

\* One semester commitment. Semesters run from mid-Sept to mid-Dec., and early January to mid-May. The summer reading program runs from late

June to mid-August.

\* Tutoring lasts for one hour. Character talks (with students and tutors) last for 15 minutes. Kids then play sports for 45 minutes.

### What is Tutoring

Tutoring at Summit has two parts, academic and character development.

Contrary to popular belief, academic tutoring is not solving problems or merely showing a student how to do things. It is, however, teaching the student how to think. This is done by determining what the student knows and doesn't know, and then teaching "socratically"; that is, asking questions and getting the student to talk and think rather than lecturing. For example, after asking the student how he would go about solving the specific problem at hand, you can make him think through most problems himself by asking how he would break down the problem into simple parts and by asking where he would find solutions to the smaller problems.

Character development is befriending the student, listening to him and helping him set appropriate goals to improve his behavior, habits (including study habits), spirit of service, relations with parents, brothers and sisters, and friends. The goals you both agree upon and the feedback based on positive reinforcement he receives from you for accomplishing these goals breeds the beginning of good habits or virtues. Virtues are simply good habits. The way to attain any habit is repetition of small goals.

Most kids have a general idea of what they need to improve on both academically and personally with regard to their habits, but don't have the confidence and experience to do so. They need motivation and feedback based on positive reinforcement. The student will come to realize that success in little things is not difficult, and will naturally apply the same methods to other areas of life and will thus begin to be successful in other areas as well.

It may be difficult to have a breakthrough with your student. What is a breakthrough? This is the time when your student changes his attitude and takes you seriously enough to go home and try to accomplish the goals you've agreed on. How do you reach a breakthrough with your student? Usually this happens when you've become the student's friend, when the student realizes that you really care about him. A good way to make a breakthrough is to call the student each week a few days before the next session. A one-minute call to see if

he's coming, to ask if he's trying to accomplish goals, and ask how things are going is very valuable for several reasons. First, you become his friend, he takes tutoring seriously, it insures his attendance, it reminds and encourages him to try and work on goals, it improves his self esteem with the realization that a grown-up actually has gone out of his way to call him, and it also gives a good example to the parents who should be assuming a management role in the child's academic life.

The tutor is only one of the players on the team who is needed to help the student; the other people being the teacher, and more importantly, the parents. A valuable way of helping the student improve is to encourage the parents to take an active role in the student's academics. For example, we want to encourage the parents to be in contact with the teacher, even if he does not have academic problems. We will be great examples to the parents if we do our tutoring well and with a lot of enthusiasm.

## **5. RESULTS**

Students improve academically not because of the homework you have helped them do, but because of the positive attitude and encouragement the tutor gives. 4<sup>th</sup> – 8<sup>th</sup> grade students are still extremely impressionable, and the attitudes they develop at this point in life will probably decide their future success. If you develop a friendship with your student and you're excited about academics and character development, then he will develop solid attitudes toward studying and his moral development.

The worst enemy of a tutor is discouragement. Don't think you are not having an impact on the student if his grades don't improve, or if you think you're not getting through to him. At the very least, just by being there, you are doing him a tremendous good, and in some cases, you could be giving him more personal attention than he receives all week. You are helping him learn to communicate and are giving him a great deal of self worth.

In addition, many tutors say that they have probably learned more than the student from the tutoring experience.

# GENERAL GUIDE TO TUTORING

- I. STRUCTURE
- II. ACADEMIC TUTORING
- III. CHARACTER DEVELOPMENT
- IV. ADVISING
- V. HELPING PARENTS

## I. Structure:

The One-On-One Program meets once each week. Tutors are matched up with a student for the entire semester. Tutors are committed to participate for at least one semester.

Tutors and students meet each week at Summit in the same assigned classroom. The schedule of each session is as follows:

|                     |   |
|---------------------|---|
| Tutoring            | 1 hour                                      |
| Character Class     | 15 min. (students attend with their tutors) |
| Sports for Students | 45 min.                                     |
| Tutor Training Case | 15 min. (students do not attend)            |

Each classroom will have approximately 8 tutors. One of the tutors will be designated as the "Advisor" who acts as the room leader and supervisor of the tutors. It is his job to either give the Character Class or assign this task to one of the tutors in the class. The Advisor will also work with the tutors to help the tutors do their job as well as possible as well as lead the case study training session discussions.

Each week after the Character Class, the students play sports. Tutors are welcome to participate as coaches, referees, or sometimes play along after the 15-minute training case if completed.

## II. Academic Tutoring:

The focus of academic tutoring should be to help the student with his weakest subjects. This is best accomplished if the student completes his homework before the tutoring session.

### A. Importance of Coming Down to the Students Level:

1. Find out what they know about the subject.
2. Make sure you teach "SOCRATICALLY" through dialogue and asking questions, not lecturing. This teaches the students to think logically and trains them to ask themselves the same questions when they are studying alone.
3. Don't ask yes or no questions or do not accept yes and no answers, i.e., not "do you understand this" but "tell me about this".

### B. Reading:

1. Have student read aloud.
2. Ask what more difficult words mean. Have a dictionary near by. Do not tell him the definition directly. Let him either break down word to its root word or look it up.
3. If he is stuck on a word, cover up parts of the word until he can pronounce the syllables.
4. Occasionally, ask the meaning of more difficult vocabulary words to stress understanding context.
5. After reading a few sentences or a paragraph, ask questions to check comprehension.
6. Read to him periodically to teach rhythm, flow, intonation, and inflection.

### C. Spelling:

1. Find words inside of words that will simplify spelling.
2. Correct pronunciation of each word helps spelling.
3. Have him use the word in a sentence to be sure he understands the meaning.

#### D. Math:

1. Have the student do problems to determine what they know.
2. If they are stuck on a problem, go to an easier problem they understand. Then, using concepts they do understand, lead them to find information or examples in the book that deals with the more difficult problem. Try not to give answers.

#### E. Over-Achievers:

1. Need to be challenged.
2. Student and Tutor can read 50 pages per week of a book outside of school work and discuss it and quiz him about it each session.
3. Teach them more about math, science (if possible), literature, industry, your profession, culture, etc...

### III. Character Development

- A. Character Development (CD) is defined as providing students with moral/academic guidance with the hope that students acquire good habits (virtues). This is done by helping the student set appropriate resolutions/goals which are clear and concise. Resolutions can be kept on the "All-Star" incentive sheets. Repetition of resolutions will lead to form good habits. Tutoring helps students do homework, fosters a positive attitude toward academics; and is especially beneficial for the student if a "breakthrough" is achieved.
- B. CD is an important aspect of the tutoring program but is often neglected. Neglect of CD results in a very myopic view of tutoring which often leaves the tutors very discouraged because of their inability to help the student in any specific way. Advisors should keep in close contact with tutors and students, so resolutions/goals remain clear to both the tutors and their students. Advisors should know what each of the tutors and students' resolutions are. With CD, students will have the full benefit of tutoring which will build a foundation from which to improve academically, socially, spiritually, etc...
- C. The most common points which should be covered in CD are:
  1. Behavior: Tutors must make students realize it is unacceptable to misbehave in school and at home. Bad behavior is indicated by checkmarks on their report card. Advisors should make sure that tutors do not compromise with their students in this area, and that clear and firm resolutions are made. Students should realize that bad behavior is a sign of unwillingness to improve, and that misbehavior shows a lack of self-control. When behavior improves, grades will improve because the student will be more focused. Tutors must also realize that they have to talk about details and should question students about specific and even embarrassing instances of bad behavior and how they can avoid these situations.
  2. Study habits: Each student should have a regular time set aside for study at home. Specific resolutions as to what time they start and finish each day is important. Tutors should let the parents know of this schedule in order to encourage the student to maintain the resolutions.
  3. Hobbies or interests: Students should be encouraged to have hobbies and interests besides watching TV programs. These may include sports, reading, musical instruments, or other cultural activities.
  4. God: It is important to keep in mind that we cannot try to "convert" or "proselytize" the students to any specific religion. However, tutors must realize that God is an important part of each student's life. They should realize that they must obey God's commandments. Often-times, a lack of motivation and problems in the areas of behavior and in attaining virtues is due to a lack of vision of their relationship with God, creation, eternity, etc., the students failure to realize that they have a moral responsibility to actualize their potential talents and gifts. Parents should be encouraged to practice their religion for their children's sake, and the students should be encouraged to follow some norms of piety (prayer, attending church services, etc.)
  5. TALK: There are many topics which are covered throughout the duration of the semester in CD talks at the end of each tutoring session. Many of these can be used as a basis for resolutions which build important virtues.

6. Phone Calls to Student: Tutors should make a short, one- or two-minute phone call to their students every week to ask if he will be at Summit for the next session. This phone call is important for the following reasons:

1. Reminding the student to come will ensure attendance.
2. Students will realize your concern for his life away from Summit, and this will boost his self esteem.
3. By asking if he's working hard and trying to work on resolutions, this call will serve as another tutoring session for encouragement and motivation.
4. His parents will appreciate your concern and maybe take more responsibility in their son's academics.
5. You will get to know the parents by occasionally talking to them.
6. You can occasionally ask to speak to the parents and tell them about the resolution junior has made and ask if he is trying to keep it.

#### **IV. Advising:**

It is extremely important that tutors talk with their advisors every two weeks for a couple of minutes in order to get feedback and brainstorm about helping the student. This is important to provide direction, encouragement and motivation. If it is not possible to meet with the tutor on the tutoring day, a five-minute phone call will suffice. It is also beneficial and more professional to arrange the meeting before the actual time.

#### **V. Helping Parents:**

- A. As shown in the attached New York Times article, it is vital that the parents be involved in the education of their children. Parents who send their kids to Summit are usually concerned, but often-times lack practical advice. The tutor is extremely valuable because he can give the parents some helpful hints in this area.
1. The tutor should call the parents at least once every two weeks. It is necessary to call before each parenting session and invite them for parenting seminars and meetings with tutors.
  2. The parents need to realize that the home should be a place where the students learn how to work and develop virtues. In the majority of cases today, the home is a place of recreation and relaxation. The parents need to be in control of the television and the discipline of their children.
  3. Parents should periodically call their son's teacher to find out how their son is progressing, and to find out about some upcoming projects and activities. The tutors should not call their student's teacher because this may be taking the responsibility away from the parents. The tutor's main objective is to inform the parents of their responsibility in these areas. Usually, there is little contact between the parents and teachers unless the student is having difficulties. More contact will establish a better relationship between the parents and teachers, and the parents will take more responsibility in helping their child to do well. For a student to be successful, involvement of the parents is key.
  4. As mentioned previously, the parents should be aware of their son's resolutions. In addition, they should also look over the student's homework each evening. The parent should be informed of the assignment notebook, check their son's assignment notebook each night, and compare it with the homework done.

**SUMMIT TUTORING PROGRAM  
THE 5 HABITS OF HIGHLY EFFECTIVE TUTORS**

**(0-10)**

**PARENT INVOLVEMENT**

1. Parent must be mgr of academics
2. Tutor should get to know parents
3. Get to know student by parents
4. Parents need simple suggestions
5. Parents should come to conferences
6. Parents should know All-Star goals

**(1-2)**

**ACADEMIC TUTORING**

1. Focus on Weakness
2. Socratic (Question & 2-way Discuss, No Lectures)
3. Little Things
  - a. Get Current Report Card
  - b. Assignment Notebook
  - c. Bring Books & Folder
  - d. Do Hmwk Before Not There

**(1-2)**

**TUTOR TRAINING**

1. Take Seriously
2. Case Study
3. Talk w/ Advisor
4. Read Manual for ideas

**EFFECTIVE TUTORING**

**(1-2)**

**CHARACTER DEVELOPMENT**

1. Friendship = Trust = +Attitude
2. All-Star Goals
  - a. Definable, Concrete
  - b. Appropriate
  - c. Small Steps to Habits
3. Character Talk

**(1-2)**

**WEEKLY PHONE CALL** (1-2 minutes necessary)

1. Assures Attendance
2. Builds Friendship/Breaks Down Barriers
3. Get to know parents/Parents involved
4. Reminds students of goals therefore is like another session.

**Probability of Helping Your Student**

1. Number above each category, i.e.(1-2), represents the factor by which tutoring if done well or poorly, will have on the probability of success of the student. For example, if the tutor does a good job with academic tutoring, the student will have twice the chance of improving. However, if the tutor does not do a good job, the student will not get worse because multiplying the lowest factor in that category, 1, will not reduce the total.

2. Notice that the parent's factor is from 0 to 10. This means that the parents have the greatest impact and a lack of their involvement can actually hurt the student since all levels below 1 will reduce the total probability of the student's success.

3. The numbers of each category are then factored together. For example:

|                               |              |
|-------------------------------|--------------|
| Academic tutoring - average - | 1.5          |
| Character Develop - average - | x 1.5        |
| Phone Call - bad (no calls) - | x 1.0        |
| Training - (semi serious) -   | x 1.3        |
| Parental Involvement (poor) - | <u>x 0.3</u> |
|                               | 0.9          |

4. In this case the parents' lack of involvement is hurting the student so the tutor should encourage the parents to become more involved.

5. We can predict that the tutor's phone calls will improve the parental involvement, character development, and academic tutoring; thus many categories are inter-related. Therefore, improvement or dropping in some areas will have an effect on others.

# One-On-One Tutor Expectations

In an effort to maintain high standards at Summit in our One-On-One tutoring program, it is necessary to clarify our expectations of each tutor. This contains much of the philosophy of the Summit programs. Tutors will be given feedback with regard to their performance based on these expectations.

Tutor \_\_\_\_\_ Semester/Year \_\_\_\_\_ Student \_\_\_\_\_

## **General:**

Attendance: (number of days missed)  
Weekly phone call to student  
Enthusiasm toward student and program  
Character talk participation and presentation  
Participation in case study training sessions  
Completion of All-Star goal sheet weekly  
Develop relationship with others in group

## **Academics/Study Habits:**

Completion of assignment notebook  
Agreeing with student on appropriate academic goals each week  
Tutoring method (Socratic method vs. lecturing)  
Evaluation of student's report card

## **Character Development:**

Develop a trusting friendship with the student  
Discussing character issues in addition to academic tutoring  
Simple, appropriate, concrete character goals weekly

## **Relation With Parents:**

Attendance of parents at conferences  
Personal relation with parents including basic suggestions for involvement in son's progress  
Parents signature on All Star sheets

## **Relation With Advisor:**

Meeting with advisor on regular basis  
Updating advisor on student progress



The Challenge of Tutoring  
A REFERENCE GUIDE

Sharing Insights -- Developing Perspective

By

The Midtown Educational Foundation  
Junior Board of Directors

Volunteer Development Committee

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## **Mission Statement**

The tutorial program of the Midtown Educational Association is a mentoring program, not a traditional tutoring program. Every person associated with the Midtown Center, Metro, the Midtown Educational Association (MEF) and their programs serve as guides and as role models who encourage academic achievement and character building through a relationship that goes well beyond homework assistance or teaching academic skills. A relationship that allows students the opportunity to work with adults that have succeeded in their professional and personal careers whose involvement with them provides individual attention, interest and encouragement that few young students, especially those who live in the inner-city, usually need and enjoy.

## **Our Purpose as Program**

- > to prepare students for a high school curriculum and for demanding jobs later
- > to help each student maintain an enthusiasm for learning both inside and outside of school
- > to introduce students for possible college and professional careers
- > to reinforce the spiritual, human, and intellectual virtues they will need to offer a leadership of service to their families, communities and fellow employees.
- > to develop friendships with these young people
- > to help them develop personal interests and ideals
- > to develop within yourself the experience of being a role model, a tutor, and most importantly a friend.

To encourage advancement in noble ideals and a Christian outlook on life, especially:

- > practical concern for others, especially, parents and family members
- > love for learning, desire for excellence in their work and play, and perseverance in their endeavors
- > true friendship with classmates
- > strength and maturity of character
- > faith, to live each day in the presence of God

## Study Habits

### Good Study Habits Now = Quality Work Skills Later

#### Evaluation

Evaluation the student's academic skills, then working with him, one-on-one, to develop his study habits greatly builds the organizational foundation that leads to better grades and enhanced work skills. Before initiating a set of academic objectives for a student, the tutor must evaluate his student's strengths and weaknesses, especially, his study habits and level of consistency in doing homework.

Initially, do not depend upon the student to articulate how he goes about studying. Students, quite naturally, want to please the tutor and therefore tend to tell what one wants to hear. By establishing a personal rapport with the student and posing questions regarding his school day the tutor will gradually ascertain an accurate needs profile.

Remember, the student spends most of his life in only two places, at home and in school, understanding his school and home life reveals much concerning his study habits and academic needs.

Please understand and be sensitive to his environment outside of Midtown. Put yourself in his shoes and come to terms with what he has to deal with everyday.

Gently, have him talk you through his day. This is a process, it may take a few tutoring sessions or a few months, however, understanding life outside of Summit builds a profile that helps you, the student, and the parents set the best academic goals at the most appropriate time. It also builds a sense of commitment for a student ... this person is interested in me.

The tutor must come to realize how the student views your presence. Remember, you may probably be the only person that spends an hour of undivided attention with him during the week.

The following questions will assist you in understanding the student's study needs. Remember, be gradual, a few questions a week is enough to get both of you started.

#### Academic Environment: Questions

- > What time does he leave for school? How does he travel to and from school?
- > What is his teacher's name? Ask him from time to time how his teacher is doing? How does he feel about his teacher? Gradually explain the importance of teachers in our society.
- > Where does he sit in class? Can he see the blackboard and hear the teacher from where he sits? Does he understand the teacher?
- > Who does he sit next to in class? Do they get good grades? Do they bother him? Do they get into trouble with the teacher?
- > Does his teacher reprimand him? Why? Is he usually reprimanded with two or three students? If so, it is possible that he can be easily influenced by others. This is an issue that should be counter-acted by teaching him to be independent.
- > Ask him which students in class get good grades and why? Does his teacher reprimand them?
- > Is cheating an accepted practice in the classroom? Is it accepted by him?

> Does he participate in class discussions? Simply put, does he raise his hand? Was he called on the day of your tutoring session or during the past few days? Yes, the student does remember when and why his teacher calls on him.

> Are there subjects he is particularly strong in? What are his favorite things to do inside and outside the classroom?

> And most important, remember, students feel anxiety to; are there subjects or school situations that worry him?

### **Academic Environment: Comments**

> Evaluate the student's past report card. This important issue is addressed in an upcoming section.

> Weaker subjects and behavior check marks must be improved. He must bring books or class handouts that pertain to his areas of weakness. Review this material and make sure he understands important concepts.

You may also design your own weekly study sheets for him to do and return the day of the session. He must understand that gradual improvement is the goal.

> Make sure he and his parents understand the fundamental difference between homework and studying. Studying is long term preparation; homework is daily concept building. The tutor is there to convey these definitions.

> Simply put, ask him what he wants to be when he grows up and illustrate how his class subjects contribute to his goal. Encourage him. Show him example after example concerning how his schoolwork contributes to his dreams.

> Work on his ability to keep information, an announcement flyer from school, his report card and specifically graded material. This is a simple organizational skill that builds study habits.

> The tutor will receive a Midtown academic folder for his student at the beginning of each session. Please keep copies of the student's report card, progress reports, tutoring advisor's comments, or any material that the tutor believes gives insights concerning the student. The Midtown folder is important because it builds an academic history of the student for future tutors. In some cases, the student will have previously participated in a Midtown tutoring program, therefore, the academic folder will be full of information. The tutor must familiarize himself with this material to better understand the student's strengths and weaknesses.

> The material folder: the tutor must purchase a folder for him to keep graded papers, which you must examine every week. You must make clear that when the teacher gives him graded material it goes directly into the folder, which goes into his book-bag, and then given to you at the session.

> His weak grades get your attention, gentle analysis, and commitment to improvement. Strong grades are used as models of confidence building for other subjects.

Example: a good grade in multiplication should lead to a good grade in division. The material folder gets you very close to monitoring his weekly academic work. Never throw graded material away.

> It is subjective, though, the material folder may look a bit slick / flashy, possibly of a sports genre, simply to prevent the student from throwing it away. Student and tutor sign their names inside this folder, this creates a sense of one-on-one commitment.

> The assignment notebook: the tutor must teach the student to keep an assignment notebook containing his homework, by day, subject and page number. Also, when he is tested, make sure he enters the subject and day

he took the test. Example, Wednesday, social studies test on Egypt. Only one phrase lets you know that he was tested in social studies. Again, dual name signing creates a sense of commitment.

> Initially, the tutor must show him samples of other assignment books from Midtown students making sure he knows that guys his own age have developed this organizational skill. In some form, everyone has an assignment notebook; it may be a university course syllabus or an appointment book, please show and tell.

> Please inquire as to his preparation for tests by subject; how long did he study? At some point you have to know the results.

> Teach him to anticipate and prepare for quizzes and tests. You will soon get an approximate idea of his classroom schedule. For example, his spelling test may always be given on a Friday, therefore, teach him to plan for these tests by having him start his review on Tuesday or Wednesday, rather than late Thursday night.

> The study schedules. After you have evaluated the student's study needs, he must learn to dedicate a specific period of time each day to study. He should have a routine, a set period so he can work on reports, do homework, and study weaker subjects. He may not study Friday night, Saturday and Sunday; therefore, he must explain on the schedule how he made use of his time. His parents must encourage his study routine.

> Of course not all students may not be ready for a study schedule at the beginning of a semester, try to work on schedule development, plug away at it, and have something firm by the middle or end of a semester. A study schedule is a solid goal for the student to work toward. This is a developed skill involving discipline and effort, it does evolve.

> Work on setting academic objectives together, tutor, student and parents, though, pace him on implementing. Timing is everything, do not overwhelm him. Build on small points of success. Examples, coming to every tutoring session for two months, studying a non-homework subject a few times a week or bringing in his material folder and assignment notebook to the session.

> Be persistent and hold him accountable to goals, though do not lecture and nag.

### **Home Environment: Questions**

> How willingly does he get up in the morning? What time? When does he get to sleep? During weekends?

> Who does he live with? What does his home life tell you about him?

> Where, exactly, does he study at home? When does he study and for how long?

> Please monitor his use of the television, video games especially, Nintendo, making sure he is selective in their use. Is the T.V. on while he is studying? How much television does he watch? Please explain to him and his parents that study, school preparation, and daily chores must take precedence over television and Nintendo.

> Who are his friends outside of school? Sports? What do his play habits and hobbies tell you about him?

> Does he do chores at home? What kind of chores? How often?

### **Home Environment Comments**

> He should consistently be using a desk or some type of worktable in a well-lighted, quiet area. He must not have visual or audio distractions. Better check with his parents concerning his study area.

> Study duties at home are sequential, first, he should finish his homework then work on reviewing weaker subjects implementing the tutor's suggestions. Study periods should last at least an hour per day. Please have the parents monitor this sequence and participate in assisting him. The student should feel free to call the tutor at home if he has problems.

> Ideally, studying at home should reflect his Midtown tutoring session. The student must learn to apply the same intensity of effort he has developed with his Midtown tutor to his work at home and in school, this is a primary goal of the One-On-One Program.

## **The Report Card**

### **Comments**

To understand the student's academic history and plan for the semester, the tutor must obtain his report card.

> Most report cards grade by subject and behavior check marks. Both are important. At the second or third session, talk through the most recent report card with the student, later, talk it through with his parents.

> If possible, compare report cards from previous grading periods.

> During the course of the semester, the tutor must find out if the student gets any type of progress report. These are current status reports that identify the student's weak academic areas. Progress reports are usually issued about five weeks before the report cards. The tutor must see these reports and work on improvement before the grading period ends.

### **By Subject**

> Do not show visible grade shock when you discuss the report card with the student and his parents. Talk about each subject, congratulate him for strong grades and gently probe for reasons behind low marks.

> Get a commitment from the student to improve weak grades, especially, in the areas of Math, Reading, and English. After you have evaluated the student's academic capabilities, create and implement a plan concerning improving weak subjects. Remember, timing is important, do not overwhelm him. Better get a second opinion, the tutor should seek the comments of his Midtown advisor or experienced tutors concerning planning academic objectives.

### **Behavior Marks**

> The student also gets check marks on his report card that signify that he needs improvement in a particular area of classroom demeanor. For instance, he may receive a check mark because he does not participate in classroom discussions. Why? The tutor must find out and explain that raising his hand in the classroom is important and does matter.

> Reducing the amount of check marks concerning areas of the student's weak school demeanor is just as important as improving a subject grade.

> This is a powerful fact; notice the report card, when behavior check marks go down, subject grades go up...it is that simple.

## Reading and Writing Best Practices

At any point in the student's education, working to engage his reading and writing capabilities are important. A one-on-one session is a perfect setting for improving the student's reading comprehension and ability to articulate verbally.

### Comments: Reading

Remember, students like to read aloud because someone is listening.

>**Please make an effort to read to each other, alternate paragraphs or pages, however you do it, read to each other.** In many instances the student will guess at words, ignore commas, and periods; teach him how to read, then, teach him how to retain he reads.

>After a few paragraphs or a page, have him pause, then simply ask; what have you just read? If you are not satisfied with his answer, have him read the material **again**.

>**Guard against word guessing.** Some students have difficulty breaking down a word phonetically, so, they will just take a guess at it.

Example: the word gradually, may be guessed as, greatly greater, gray, or graceful. The student says the first sound and because he has not practiced syllable recognition, he gets phonetically stuck, why not take a guess? **Better spend some time on phonetics.**

> Please plan on about ten minutes during a session to show him how to use a dictionary and keep it next to him when reading.

>Please ask him to take notes on what he reads citing words, sentences, paragraphs or even characters he does not quite understand. Suggest that he keep a vocabulary list of words and definitions that he has learned from the book. Even a list of words he cannot find in a dictionary is good, the tutor will assist the student in ascertaining their definitions. At the session, the tutor can then read his notes and lists discussing any problems he may be having. **Note taking is a developed skill.**

### Comments: Reading

>The Midtown Center has thousands of available paperbacks, explore the titles together, remember, reading is an adventure.

### Comments: Writing

>Work on improving the student's handwriting.

>Read you student's book reports and identify his weaknesses. Can you read his writing? If you cannot, it is certainly fair to ask the student to rewrite an assignment. Work well done but illegible is not worth much. Does he write in complete sentences? Paragraphs? Spelling mistakes?

>Most students just sit down, and power write a book report and their grades usually reflect their impatience. **"I just wanna get it done,"** is too common a cliché among fifth and sixth graders.

>Even though students have a high level of reading comprehension, they may not have the commensurate writing skills. Reading well does not equal writing well.

Does he understand that writing a book report requires some planning and patience? He must think carefully about content and structure.

>If he has a hard time organizing his thoughts, then work with him on an outline.

>**Guard against the habit of plagiarizing.** While writing reports most students **copy material word-for-word** without taking the time to understand what they are writing. **No, it is not OK, even if his teacher gave him permission to copy verbatim text. Please define citations and their use.**

>**Explain the importance of his creativity, it is unique, original and has personal value. Praise him for being creative.**

> Encourage outside-the-class creative writing, poetry, essays, short stories, diary, personal journal, haiku... **work with the student to articulate his thoughts in writing.**



**Comments: Writing**

>There are many constructive questions you may pursue with the student concerning a book project.

For example, ask what the title of the book means to him.

Who is the author? Have him identify the main and supporting characters? Make sure he can tell how and why the main character develops. Can the student explain the important themes of the book?

If he cannot answer these questions, chances are, he can read, though, he cannot comprehend what he reads.

## The Tutoring Session

### Comments

**>Greet the student cheerfully. The initial moments set the tone for the entire session. Establishing a sense of enthusiasm is best done immediately.**

>You only have an hour with the student. Make sure he has his hat and coat off, is upright in his seat, and ready to study. You may want to suggest to his parents that he arrive five or ten minutes earlier.

>Together review his assignment book, material folder and study schedule. Talk through graded material, be encouraging. Weak grades get attention and on the spot review. Also, have the student show you any work sheets given to him at the previous session.

**>Praise him for bringing you low grades. It is the first sign of progress. He is reaching for your help by being honest enough to share his most embarrassing work with you, do not scold him for poor marks, together you will improve them, praise him for his character.**

>Make sure his work is done neatly. Name, date and subject should be at the head of the page. Handwriting should be especially neat. Be thorough, attend to detail, and teach him to slow down while doing his work.

>To keep him on his toes, challenge him. Example, spring a pop quiz on him from time to time on spelling words, multiplication tables, be creative.

>Listen to your student, it is the best way to establish a sense of rapport. Talk through his school day...what happened today? The tutor can learn a tremendous amount about the student if he is patient enough to listen.

>Have the student think out loud, explaining step-by-step how he is solving an arithmetic problem, historical event, sentence construction, or any number of things. This method lets the tutor tune-in to the student's problem solving skills.

>After a session in which you believe he has worked hard, congratulate him, even shake his hand, then tell him that he should apply this same level of effort when studying at home.

## The Tutoring Session

### Comments

>A bit of discipline. the student has to understand that the session must be productive, something must be accomplished with the tutor, even if it means not participating in the sports activity following the session.

>If the student or tutor miss a session, please feel free to make it up that week by coordinating with your advisor. It is important for both of you to have consistent attendance. Perfect Midtown attendance should be praised by the tutor and even rewarded.

>The weekly progress reports the tutor fills out at the end of the session is what he makes of it. A Midtown tutoring advisor will read and comment on every report to help the tutor better understand the student. Use detail, the advisor will be able to spot things in the student that the tutor may miss. Take some time with the progress report and go beyond writing yes/no answers.

>Remember that future tutors will use these progress reports to gain insights into this student. If your student has been to Midtown in the past, you should read through this valuable documentation.

>At the end of the session, the student will attend a weekly character development talk. Work with your student to implement the topics of these sessions. You may wish to attend a couple of these talks with your student.

>From time to time, please try to watch the student during the sports activity period. Sports participation reveals much about the student's character outside of a formal tutoring session. Does he give an effort at sports? Is he lackadaisical? does he lose his temper? Why? Could his competitiveness in sports be applied to his academic objectives? Also, it is meaningful for him that the tutor is watching and interested in his participation.

>The student may only go to the bathroom and to the water fountain once during the session. Our time is too valuable, rowdiness is not tolerated. As you define misbehavior, discipline any students that you believe are out of line. For example, students must not eat, drink, chew gum or throw things at each other. Especially, not allowed are Walkmans or pocket video games.

## **Tutor, Student and Parents**

### **Developing a Sense of Personal Mastery: Tutor and Student**

Mastery means a special level of proficiency. People with a high level of personal mastery can consistently realize objectives that matter most deeply to them, in effect, ultimately being able to manage unfavorable situations and events. They do this by becoming committed to their own lifelong learning.

Personal mastery is the commitment to continually clarify and deepen our personal vision, of focusing our energies, of developing patience, and seeing reality objectively.

Surprisingly, few students and their guardians work to rigorously develop their own personal mastery. For example, when you ask the students, what happened in school during the past week or simply, why they did not bring any material to the tutoring session, they often blame somebody else believing this to be the truth.

Example: "My sister took my assignment book."

or they talk about what they would first like to get rid of.

example: "If my cousin would only leave me alone, I could study better."

These kinds of sentiments are just reflections of the students' outlook on life. Even his mother and father will complain to the tutor that, "only if they can buy a better car or move out of that apartment," somehow their lives would become better.

The development of a sense of personal mastery, by contrast, starts with clarifying the things that really matter most to us, of living our lives in the service of our highest aspirations.

Starting with small goals, examples, completing all homework assignments, anticipating and preparing for tests, attending every tutoring session, or things like faithfully performing chores, keeping a room clean, self-confidence that will develop into a sense of self-mastery in his life.

After working with the tutor for a school year the student should have learned to develop certain academic capabilities, for example, to master the routine of just doing homework assignments, which does evolve into developing better study habits, resulting in better grades.

Another example, perfecting the routine of test preparation, again, reinforces the infrastructure of study habits resulting in better grades. Since this is a process, the tutor may or may not be around to see the resulting better grades by the student, the tutor will derive great satisfaction knowing that the student is headed in the right direction.

Just as important, the student should have learned to master character building objectives.

### **Tutor and Student: Character Development**

During the school year the tutor should be able to have the student gently turn the mirror inward.

After every tutoring session the student participates in a character development talk usually lasting, at most, ten minutes. Weekly topics include:

- Setting goals
- Developing a sense of order in daily life
- Sincerity
- Freedom and Responsibility
- Fortitude
- Friendship
- Spirit of Service
- Obedience
- Punctuality
- Perseverance

Tutors should try to see that their students at least understand, then develop and practice these virtues.

The tutor may even want to attend a few of these character development sessions with his student, again, the talks are only for ten minutes. Attending a few character talks with the student is symbolic, it shows that the tutor deems them important.

>Toward the end of the tutoring session or after the character development talk the tutor may wish to spend a few minutes to ask the student about the themes of these talks? Example: how did the student practice being punctual, was he on time for school? For the tutoring session?

>Ask him; what was the talk about? Get him to say the word, for example, “it was about fortitude.” What does it mean? Ask him to explain it. Share examples.

>During the past week how did the tutor practice being punctual, he should convey this to the student at the tutoring session. Challenge the student to live these virtues each week.

>How does the student’s daily activities contribute to his personal development? What does he do at home? Does he have to be constantly reminded to help around the house? the student must excel in character development and academics.

>The importance of doing daily chores should be emphasized with the student. Regular duties at home are emphasized with the student. Regular duties at home are a service to his family and very meaningful in character building. The tutor must convey that chores are an important factor in the family’s well-being.

>The tutor must telephone the student on a weekly basis. Gently check to see if he had any trouble with his homework and ask how the school week is going. Keep communication during the holidays, make it a spur of the moment call. It only takes five minutes, however, if the student wants to talk, let him. Using the telephone is also a good way to meet parents, so, do not be surprised if Mom or Dad talk to you longer than their son. And be pleasant, this is not a business conversation.

>During the first tutoring session exchange telephone numbers. “What is the best time to call you? Here is my number, this is the best time to call me.”

## **Tutor and Parents**

>Also, guard against the gradual eroding goals. Just as something must be accomplished at the end of each tutoring session, some small goals must be accomplished at the end of each tutoring semester. Too often tutors convey that goals were not met, their intentions were good, but somehow things just did not get done.

example: “I don’t know what happened, he (the student) missed some sessions, I (the tutor) missed a few sessions, and then there were the holidays, you know, we just lost momentum.”

example, “Well, if you or the student missed a session why didn’t you (the tutor) reschedule for another night or at the very least, why didn’t you call the One-On-One Director to inform him that you could not attend so he could arrange for another tutor that night. Did you call your student on a weekly basis?”

Be careful and plan against these subtle instances that detract from your student’s goals.

>Seeking help. If the tutor believes that he has some problems with the student and needs outside advice he should not hesitate to seek guidance from experienced tutors and from the One-On-One Director.

## **Character Development Sources Available**

### **Booklets**

These booklets, available at Midtown, are short though powerful pieces by James Stenson and are highly recommended for tutors working with young people.

1. Preparing for Peer Pressure, A Guide for Parents of Young Children, James Stenson.
2. Preparing for Adolescence
3. Successful Fathers

### **Books**

1. James Stenson, Upbringing: A Discussion Handbook for Parents of Young Children.
2. David Isaacs, Character Building: A Guide for Parents and Teachers.

## **Tutor and Parents Building a Shared Vision**

>Make sure the parents or in some cases the guardians of the student's know who you are. Make sure they know what the tutor and their son are doing at the Midtown tutoring session and how important it is for consistent attendance. Most important, upon meeting the parents in person, the tutor must thank them for the opportunity of working with their son.

>Twice per tutoring semester, Midtown organizes a Parents - Tutor Conference. Due to family obligations usually only one of the parents attends these meetings with their son's tutor. If the parent does not speak English, Midtown will arrange for an interpreter.

>The conference is a unique opportunity to learn about the student from his parent and to explain some of the academic goals you are planning for the student. Remember, these people understand the student and see him everyday. Think about the influence they have on him. Make sure you get input and consensus from the parent concerning academic goals and request he or she also try to assist on implementation.

>Make sure the parents know that their son must keep an assignment book and a material folder. The tutor must actually show both assignment book and material folder to the parents.

>Make sure you encourage the parents to study with their child as often as possible, in as many subjects as possible.

>During some Saturdays, Midtown will organize group field trips on behalf of the students and tutors, both should make a strong effort to attend. Also, the tutor may take the student out to a ball game or museum on his own initiative. There are other options, for example, the tutor and student can spend a couple hours together on a Saturday doing some light work at the Midtown Center. Please coordinate with the Midtown One-on-One Director regarding plans and please seek the consent of the student's parents.

>In working with young students, the best results come not from large scale efforts, to continually push and pull them creates more of an environment of performance, the best results usually come from small well-focused actions.

Summit  
One-On-One  
Tutoring Program

*Character Development  
Manual*

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# Summit Tutoring

## The Purpose

1. **To foster academic growth.**

*This is what the parents and students are most interested in.*

2. **To foster character development.**

*We can help our students become better members of their families, better friends, better citizens.*

3. **To foster a spirit of service and interior life.**

*In this way the efforts and goals of Summit are multiplied through others.*

Character Development by means of One-On-One Mentoring is probably the single most important aspect of Summit's programs. This personal link is the vehicle through which the whole spirit of what we are trying to do here at Summit is most directly communicated to the students.

Character Development is a serious obligation--the results of the program derive most directly from the successful performance of this job. It should be conscientiously and methodically performed.

## Character Development: What is it?

- 1) *Developing a Friendship.* Every person needs to know that someone listens to them, respects them, and cares about them. For many of the kids you work with, you may be the only person who does this--the only **real** role model they have.
- 2) *Motivating to Improve.* Through a basis in friendship and trust, we can help kids to improve academically, personally, and spiritually.

## The Challenge:

- 1) *Very little time to talk.* We only have 60 minutes per student for academic tutoring and character development. It is important that we consciously "Break Away" from academic tutoring for approximately 10 minutes to talk with the student about personal matters.
- 2) *Getting students to open up.* Like us, kids are not always willing to speak openly with strangers. Some are shy; others think they know it all.

## Stages of Character Development

- 1) *Get to know your student.* Find out what his school, neighborhood, and home life is like.
- 2) *Develop familiarity.* Move conversations toward more specific topics, such as study habits, likes and dislikes, future plans, et cetera.
- 3) *Deepen friendship through Academic counseling.* Work together to share good habits, such as using a study schedule, balancing TV and homework, and study methods.
- 4) *Make a greater impact.* Depending on the friendship you and your student have developed, deal with more personal issues and interior life.



# Introduction to Character Development

## Professional Approach to Character Development

- This is a job of great responsibility and importance: you can help the kids in academics, character development, and spirit of service. You touch the soul of the kids.
- See your student every week -- no excuses.
- Attend case study seminars and individual one-on-one meetings with your advisor bimonthly to discuss how things are going.
- Keep him informed about the progress of the student.

## Tutor Tasks: An Introduction

The primary task of the Tutor is to challenge Summit's students to pursue excellence, academically and personally, and helping them incorporate this pursuit into their day-to-day habits. Tutors do this through example and through the one-on-one chats they have with their students. Tutors should have regular contact with the parents, encouraging them to reinforce and carry on the good habits which the Tutors are working on with the students.

## Tutors are Expected to:

- 1) Contact your students by phone each week to first of all introduce yourself to their parents and then, subsequently each week to ask if they are coming and to see how things are going at home and school.
- 2) Meet with your students at least once each week.
- 3) Take careful notes on topics discussed and resolutions made in each character development session on the progress report sheet *immediately* after talking with the student.
- 4) Arrange to meet privately with the head Tutor once every two weeks.
- 5) Accompany your students on their swimming days when possible.
- 6) Arrange to meet your students' parents in the Parents Night conferences; attend Parents Night; and follow up on parents who were absent to rearrange a meeting time.
- 7) Find out what the student likes and dislikes about the program and offer suggestions for improvement to the directors.
- 8) Write an evaluation of the student (a good paragraph) at the end of the program, summarizing your knowledge of him and habits he resolved to improve.
- 9) Complete a Tutor evaluation at the end of the program.

## Some Practical Advice for Tutors

- The typical Tutor/student personal chat runs about 10 minutes. The rest of the time is dedicated to academic tutoring. · Try to have a specific objective for each chat.
- Try to finish each session with the students making one or two firm resolutions to improve.
- Guide them in making their resolutions very specific, very definable.
- Record on the "Progress Report" as specifically as possible, the resolutions your students make.
- *Following up* on every resolution your students make is extremely important, for they realize that you are taking them seriously. Quickly glance at the "Progress Reports" before meeting with each student to review past conversations and resolutions. Developing a fact sheet on each student is a continuous project and only ends when you stop meeting with him.
- Communicate often with your room advisor and sports coaches in the program.

# Friendship with the Students

- This is the key to effective character development.
- You are not just a *hired man*; if a student is taking you for granted, let him know that you are not working here for the money. Remember the parable of the Good Shepherd.
- Friendship means sharing plans, ideas, friends, family. Try to visit each boy's family at home. Organize excursions with some of the other tutors and students in your group.
- Act as "one with authority", maintaining order and quiet. Make them respect and take proper care of material things of the center (furniture, walls, doors, washrooms, etc.). Tell them from time-to-time that Summit is theirs. Ask yourself, as time goes by, if your boys feels that Summit is something that belongs to them or rather if they behave as if this were a place for simply "fun and games".
- Don't lose your temper with young people. If this ever happens, then quickly apologize to him. Doing this gives good example and gains authority for you.

## Points for Building Friendship

- Encourage them to talk about themselves: their interests, hobbies, ambitions, friends, home life, etc.
- Make it a point to explain occasionally certain ways of doing things at Summit. Explain the reason why certain ideas are stressed, the importance of certain human virtues (loyalty, sincerity, generosity, kindness, industriousness).
- Correct signs of "sneakiness" and "covering up" in private, if possible. Help them to see that it is not wise to use immature tricks to get one's way. Whatever they do should be done out in the open: this is sincerity in conduct.
- Explain briefly, if possible, the reason for every correction. Besides removing some of the sting, this helps them learn the benefits of proper behavior. Try to end each correction with an encouragement to improve.

## Further Practical Points

- Know the staff guidelines forwards and backwards but put them into practice forwards. Trust don't distrust; be a friend and communicate, do not use physical force.
- Know the chain of command (who is who) and communicate (pass information up and down).
- Emphasize the need for order:
  - a. Punctuality: plan to arrive ahead of time and fully equipped.
  - b. Neatness:
    - i. Wear proper clothing
    - ii. Put everything back in it's place (especially keys and messages).
    - iii. Pick up litter and have kids pick it up (in lunchroom, sports fields, classrooms, hallways, vans).
- Use proper language (always as a Christian gentleman).
- Know when and where the students are supposed to be and what they are supposed to be doing.
  - a. Don't order them around like a drill sergeant.
  - b. Ask them if they know where something is or how to do something. If they don't, then show them (as a friend).

## Summary

- The best teacher is Example. We can only help others grow to the extent that we, ourselves, are trying to grow. What we want others to live, we also must be seriously trying to live.
- Our goal is to help the boys that come here grow to be responsible persons, men of character. We aim to teach them by word and example that genuine happiness in life comes from living as a Christian and a lady or gentleman.
- The "tone" of the Program must be set by the staff, not the students. The students come here to learn and to benefit from the spirit of study and friendship which they see exemplified by the staff.
- Each of us on the staff - from the Director to the last Tutor or coach - should feel the responsibility of contributing to the character formation of the students that come here.

# Academic Development

- Encourage them to aim high: set definite goals for grades (C's and D's are not good grades; they shouldn't even be satisfied with B's if they can do better).
- Help them to understand the difference between homework and study and the importance of doing both.
- Help them set aside a fixed time each day for study, even if they don't have homework.
- Use the "Study Skills Worksheet" below as a tool for evaluating the study habits of each student. Use it also to give succinct, practical advice to the student on how he can improve his approach to schoolwork, homework and study.

## Study Skills Worksheet

### 1. Basics

- Attend school every day
- Get enough sleep so that you won't be tired at school
- Don't give up trying to improve
- Try to work according to a schedule

### 2. Goals

- Set high long-term goals. Don't settle for anything less than straight A's or near that.
- Be patient. You might not hit your goals overnight.
- Set a goal of getting a specific higher-grade next quarter in your weakest subject.
- Start planning to get into a good high school/college
- Tell your parents about the academic goals you have set

### 3. Organization

#### A) Materials

- Always have a good supply of pens, pencils, erasers, and paper in class and at home
- Use folders for your major subjects to keep graded homework and tests. Especially keep your bad grades.
- Use an assignment notebook to write down homework assignments each day
- Take home all necessary books to complete homework.

#### B) Schedule

- Go to bed at the same time every night
- Don't stay up late
- Get up at the same time every morning
- Never enjoy more than one hour of TV or video games on any weekday
- Study 2 hours a day, five days a week
- Study for one hour at a time without taking a break
- If you finish all of your homework before the two hours are up, read a great book until the time is up
- Read 5 pages a day from a great book

### 4. Study

- Study in a quiet place, away from talking, radios, TVs, walkmans or video games.
- Study at a clean desk, sitting upright in a chair. Study in bed, on a sofa, or a soft chair.
- Finish all of your homework assignments each day
- Do your most difficult assignments first
- Write neatly, with a proper heading on each assignment
- Do your assignments thoroughly and well, not rushed and careless
- Spend extra time studying Math, Reading and English
- Study your class notes every night

## 5. Class time

- Arrive on time for every class
- Listen more and talk less
- Take thorough notes
- Write down homework assignments in assignment notebook at end of class
- Raise your hand if you think you know the answer. Don't be afraid of making a mistake or of asking questions.

## 6. Tests and Quizzes

- Study harder for tests and quizzes.
- Try to memorize the material, and then quiz yourself.
- Double-check answers carefully before handing in a test.

## 7. Friends and Classmates

- Hang around friends who study and take school seriously.
- Don't sit near students who distract you. Ask to move.
- Don't let classmates influence you to not work or work less.

## 8. Review

- After a bad grade on homework or a test, ask yourself:
  - 1) Why did I get that bad grade?
  - 2) What steps can I take to avoid the same mistake again?
  - 3) Go to see your teacher about how they can improve

## Parental Reinforcement of Good Work Habits

It is stating the obvious to point out that for the above suggestions to "stick" with the students, their parents must also encourage good study habits in their sons. Ultimately, the parents must see this as their responsibility. The Tutors, however, can be of great help in getting the parents to recognize this responsibility and in giving them practical suggestions to carry it out. The list on the following page is intended to provide a few (of many) possible suggestions for the parents.

## TIPS TO HELP YOUR SON IMPROVE HIS STUDY HABITS!

### TRY TO

1. REVIEW GRADES PERIODICALLY  
& REPORT CARD EACH GRADE PERIOD
2. HELP HIM SET GOALS IN WRITING
3. HELP HIM STRUCTURE HIS TIME
  - when to start studying
  - which course to tackle first
  - how much time to spend on each
4. HELP HIM BE CONSISTENT
  - see that he carries out # 1-3 daily & continues with the basics.
5. CHECK HIS WORK AT HOME
  - neat?, complete?, legible?
6. HOLD HIM ACCOUNTABLE
7. HELP ELIMINATE DISTRACTIONS
  - limit TV, Radio, Video/games, etc.
8. TEACH HIM HOW YOU MEMORIZED
  - make sure he says things out loud, uses mnemonic techniques and uses pen & paper to prove he can do it
9. HELP HIM PLAN FOR BIG PROJECTS
  - term papers, essays, etc.
  - help him get started early
  - schedule rough draft due dates.
10. ASK QUESTIONS ABOUT HIS WORK
  - try to see HOW he THINKS and then identify obstacles.
11. USE DEVELOPING STUDY HABITS as a MEANS to acquire stable dispositions of:
  - SERVICE TO OTHERS
  - DILIGENCE

### TRY NOT TO

1. BRIBE HIM TO STUDY
  - with promises
  - with money, trips, vacations ...
2. GIVE LONG, TIRESOME LECTURES
3. GET UPSET OR EMOTIONAL
4. BE INCONSISTENT YOURSELF
  - structure your schedule
5. LET HIM LEAVE HIS THINGS AT SCHOOL
6. DO THE WORK FOR HIM
7. ALLOW USELESS ENTERTAINMENT
  - select programs and times.
8. LET HIM JUST "LOOK AT THE MATERIAL" OR "STARE AT THE CEILING"
9. GET ON HIS CASE THE DAY BEFORE IT IS DUE
10. LET HIM CONVINCING YOU THAT YOU CAN'T HELP BECAUSE YOU DON'T KNOW THE MATERIAL
11. BE OVERWHELMED BY WHAT MAY TEMPORARILY APPEAR TO BE A DIFFICULT SITUATION
  - sometimes tears & tantrums are a sign interior progress is being made

# Student Information Sheet

Name: \_\_\_\_\_

1. You watch television each day from \_\_\_\_\_ to \_\_\_\_\_,  
from \_\_\_\_\_ to \_\_\_\_\_,  
from \_\_\_\_\_ to \_\_\_\_\_.
2. How many hours of video games do you play each day? \_\_\_\_\_
3. When do you play? \_\_\_\_\_
4. Do you usually eat something between meals? \_\_\_\_\_
4. How many minutes do you spend on homework each day? \_\_\_\_\_
5. When do you do your homework? \_\_\_\_\_  
How long does it take? \_\_\_\_\_
6. What was your lowest grade on your last report card? \_\_\_\_\_
7. What was your average grade on your last report card? \_\_\_\_\_
8. Whom do you admire the most (hero, president, relative, friend, etc.)?  
\_\_\_\_\_
9. What is your favorite movie? \_\_\_\_\_
10. What is your favorite TV show? \_\_\_\_\_
11. Do you have a TV or computer games in your bedroom? \_\_\_\_\_
12. Describe school in one word. \_\_\_\_\_
14. What do you want to be when you grow up? \_\_\_\_\_
15. Do you want to go to college? \_\_\_\_\_
16. What makes you happy?

# Character Development

- Challenge your student to grow in human virtues. Sincerity, self-discipline, and order are primary.
- They are being bombarded constantly with all kinds of garbage from entertainment, the media, friends, and sometimes even in education. Make sure parents are aware of this and encourage them to censor programs and Internet properly. Help them realize the sacredness of sex and the need to respect it if the conversation should come up, or if you hear them talking or joking disrespectfully about this subject..
- Help them discover a specific daily task that they can do to help the members of their family.

## Character Formation

Here are some traits to watch for when helping your students to identify areas of struggle and to form resolutions:

### *Humility*

- Is he or she aware that he or she makes mistakes or does anything wrong?
- Does he or she ever apologize for not doing something or for doing something he or she should not have done?

### *Charity*

- Does he or she mock adults or criticize his peers?
- Does he or she gossip with friends?
- Is he or she always tattling on others?
- Does he or she make an effort to learn people's names, or does he or she just say "hey you"?

### *Understanding*

- Does he or she show impatience towards his peers when they don't measure up to his standards?

### *Maturity*

- Is he or she the kind of kid that gets his way at home if he complains enough?
- Does he constantly complain?
- Does he hate any kind of contradiction or correction and feel that it is unfair?

### *Poverty*

- Does he or she have a lot of material possessions, money, or comforts?
- Does he realize that he can do without many of these or will he be unhappy if they're gone.

### *Temperance*

- Can he raid the refrigerator whenever he wants?
- Can he snack on soda or junk food whenever he wants?
- Does he realize that it is a lack of will power to do this?



## *Respect*

- How are his or her manners around adults?
- Does he or she say "Please", "excuse me", and "thank you"?
- Does he have check marks on his report card for not respecting teachers?
- Does he ever address his Tutor by name?
- Does he have a hard time remembering his Tutor's name?
- Does he respond to questions by adults?
- Does he respect his mother and father? Who does he respect?
- Are his only heroes entertainment and sports figures?

## *Obedience*

- Does he or she have to be told something repeatedly before he or she listens?

## *Purity*

- Do his parents see the need to censor TV and other media?
- Does he or she make jokes or talk disrespectfully about sex?

## *Cheerfulness*

- Does he or she get sour when things do not turn out as easy or fun as he or she had expected?
- Does he or she smile a lot?
- Is he or she sociable and friendly with adults and peers?
- Is he or she optimistic?
- Does he or she see the bright side of things when encountering a setback?

## *Gratitude*

- Is he or she ungrateful?
- Does he or she expect good things to come his way and feel that he or she deserves them? Does he or she feel that it is an injustice if he or she does not get them

## *Sincerity*

- Does he or she look directly at people and speak openly?
- Does he or she ever shake hands?
- Is he or she visibly ill at ease when he or she has to talk to adults, shying away from conversation with them and constantly looking away?
- Is he or she quiet with his Tutor? Does the Tutor perceive a barrier?
- Is the student always holding things back?
- Does he or she obey the rules even when he or she thinks no one is watching?
- Is willing to cheat at something if he or she thinks he or she can get away with it?
- Is he or she only telling his Tutor what he or she wants to hear?
- Is he or she complicated? When you ask him a simple question, do you get a simple answer, or do you get an involved, ever-changing story?

## *Generosity*

- Is he or she generous with his time? Or is he or she always busy with his own plans and unwilling to help out when asked?

- Is he or she self-centered on the sports field? Is he, for example, the kind of kid that is oblivious to his teammates, never passing the ball?
- Is he or she overly attached to his possessions? Is he or she unwilling to share them with anybody? Does he or she get very upset when another person touches, moves, or mistakes them for his own?

## *Industriousness*

- Is he or she very creative at finding excuses or diversions to avoid work?
- Does he or she have to be constantly supervised in order to and work?
- Does he or she spend hours watching TV, playing video games, or listening to music?
- Does he or she have any active pastimes?

## *Knowledge*

- Does he or she read good newspapers, magazines, or novels?
- Is he or she interested in his Tutor's education, background, occupation or goals?
- Is he or she curious about history, great men, or great books?
- Does he or she have any goals?
- Does he or she want to go to a good high school or college?
- Does he or she know what occupation he or she wants to pursue?

## *Responsibility*

- Is he or she a good student?
- Does he or she do his chores conscientiously?
- Does he or she help out at home?
- In general, when he or she does something wrong, does he or she try to make it right?
- Does he or she get up early in the morning, at a set time every morning, without having to be nagged by his Mother?
- Does he or she wear nice clothes? Is he or she washed? Is his hair combed?
- Does he or she realize that he or she represents his family and so must make a good impression to reflect well on his family?

## *Perseverance*

- Does he or she have a problem finishing what he or she starts?
- Does he or she give up easily when things get difficult?

## *Order*

- Does he or she plan things out and manage his time in order to fulfill his duties?
- Does he or she try to live and work according to a schedule?
- Does he or she keep his room and desk in order?

## *Family*

- Does the family practice their religion?
- What kind of work does the father do? Does the mother work?
- Does the father spend much time at home? What does the father do at home?
- Does the student only see the father relaxing in front of the TV?
- Does the student know what the father does for a living?

- Does he or she know anything about his father's work? Had his father ever taken him to his place of work?
- How big is the family?
- Do the brothers and sisters go to Church?
- Does he or she have his own room? Does he or she have a desk to work at?
- Is there a family study hour or is there noise and confusion around him when he or she wants to study?
- Does the father speak English? Does the mother speak English?
- Are there family meetings?
- How often does he or she see his father? How much does he or she talk with his father or mother?
- Does the family have get-togethers or does everyone just kind of go their separate way?
- Does he or she talk with his family much?
- Are there a lot of disagreements in the family? What are the causes?

### *Peers*

- Does he or she have any friends that he or she hangs out with regularly?
- What are his friends like? Are they good students? How much time does he or she spend with them? What do they do? Where do they go?
- Does he or she go to parties and dances? Who organizes them?
- Do any of his friends deface property, steal, see indecent movies or magazines, use drugs, or drink? If so, do they pressure him to do so?

### *Service*

For boys of this age, a spirit of service is demonstrated primarily in family life at home by specific small tasks performed for parents, brothers, and sisters which do not directly benefit the student in any obvious way. By encouraging this behavior, Tutors are teaching their students the meaning of love, which is the giving of themselves for the others.

Because kids can serve their family in so many different small ways, Tutors should draw from their students' home setting for practical resolutions in this area. There is a form provided that Tutors can give to their students for them to complete, return, and discuss. Choose the best alternative from the list he or she submits. To help Tutors with unresponsive students, a short list of suggestions is given below.

#### Small Tasks

- Do they have chores to do at home? Do they do them?
- Do they do them punctually, or do they have to be constantly reminded?
- Do they keep their room in order? Do they make their bed in the morning?
- Do they help their mother go shopping? Do they put away groceries?
- Do they throw waste into the garbage? (For instance would they just walk by an empty milk carton and let it sit on the counter or would they throw it away?)
- Do they take out the trash?
- Do they help set up for meals? During meals, are they concerned that others get food?
- Do they help with cleanup after meals?
- In general, do they put things away after use (Could be anything from food to books to baseball cards) ?
- Do they offer to run small errands for their mother (as needed, or before beginning some leisure activity) ?

### *Extracurricular Activities*

- Does he or she play a team sport at school?
- Is he or she a member of any kind of club or organization?
- Does he or she participate in school council or government?
- Has he or she received any special awards for academics, sports, or conduct?

## *Health and Hygiene*

- Does he or she get regular exercise?
- Does he or she have bad breath? Does he or she brush his teeth regularly?
- Does he or she shower regularly? Does he or she use deodorant?
- Does he or she need to start shaving?
- Does he or she need glasses or braces?
- Does he or she clean his nails regularly?

## TIPS FOR TUTORS

Below are five ideas which can make tutoring more productive.

### I. Be observant.

- Ask about the student's daily routine.
- Advise him about getting organized:
  - Taking the right books home
  - Keeping an assignment notebook
- Advise him on the best time to study (before rather than after fun activities such as friends, family) - Dealing with T.V., i.e., how to plan viewing and only after homework is done.
- Get to know home study environment: noise, arguing, alone in bedroom with T.V., etc., then advise him accordingly. - Advise him to GET STARTED even if he or she doesn't feel like it!! (Roman proverb: Well begun is half done.)

### II. Be prepared.

- Prepare some questions to find out the students academic and personal habits (self-discipline, amount of TV viewing, reading, hobbies, etc.).
- Have the student buy (or you can buy one and sell it to him) an inexpensive pocket dictionary, and encourage him to use it in and out of school. - Follow up to see if the student is applying your suggestions in his classes and in his homework.

### III. Be concrete.

- Devise simple teaching aides: i.e., money to teach simple addition, subtraction, multiplication, and division.
- Make use of text book illustrations.
- Use the encyclopedia and other resources to supplement text.

### IV. Be imaginative.

- No profit grows where no pleasure is taken.
- Try to stir interest in the subject.
- Relate aspects of the subject to everyday life: TV programs, sports, auto mechanics, the military, etc.

### V. Be convinced.

- Remember that achievement in school means increased self-esteem, which is a counterweight to peer pressure.
- Remember also that increased achievement and satisfaction in school will mean constructive new friendships.

Closing thought: "Wise men learn while they teach."

# PARENT MEETING GUIDE

STUDENTS NAME: \_\_\_\_\_ PARENT ATTENDING: \_\_\_\_\_

TUTOR'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. TELL THE PARENTS ABOUT YOURSELF ... YOUR JOB, YOUR EDUCATION, YOUR FAMILY, WHERE YOU'RE FROM, ETC.
2. THE MAIN REASON FOR MEETING IS TO ASK THE PARENTS WHAT THEIR SON'S NEEDS ARE SO YOU CAN HELP MORE EFFECTIVELY.
3. ASK THE PARENTS QUESTIONS ABOUT THE STUDENT. WHAT ARE HIS STUDY HABITS LIKE? DOES he or she DO ANY CHORES AND WHAT ARE THEY? DOES he or she GET INTO ANY TROUBLE? HOW DOES he or she GET ALONG WITH BROTHERS AND SISTERS? HOW MUCH T.V. AND NINTENDO DOES he or she WATCH? DOES HE OR SHE HAVE ANY FRIENDS? ARE THEY GOOD KIDS? DOES THE STUDENT OBEY HIS PARENTS? WHAT FEEDBACK DO PARENTS GET FROM HIS TEACHERS. HOW IS THEIR SON'S DISCIPLINE AND RESPECT FOR AUTHORITY AT HOME?
  - A. WHAT DO THE PARENTS FEEL THEIR SON NEEDS TO WORK ON MOST ACADEMICALLY?  
-----  
-----
  - B. HAVE THE PARENTS BEEN IN CONTACT WITH THEIR SON'S TEACHER? WHY NOT? IF SO WHAT DOES THE TEACHER FEEL THEIR SON'S STRENGTHS AND WEAKNESSES ARE?  
-----  
-----
  - C. WHAT DO THE PARENTS FEEL ARE SOME OF THE OTHER THINGS HE OR SHE MUST WORK ON? (TV, TEMPER, CHORES, LAZINESS, ETC.)  
-----  
-----
4. WHAT IS THE STUDY ENVIRONMENT LIKE? IS IT QUIET? IS THE T.V. ALWAYS ON OR ARE THERE SILENCE TIMES FOR STUDYING? DO THEY MAKE SURE THAT HE OR SHE STUDIES A CERTAIN AMOUNT OF TIME EACH DAY? DO THEY CHECK OVER HIS HOME WORK?
5. WHAT GOALS ARE YOU WORKING ON WITH YOUR STUDENT. EXPLAIN IT TO THE PARENTS AND WORK OUT A PLAN WITH THEM TO HELP THE STUDENT REACH IT.
6. PLEASE ASK PARENTS TO BRING THEIR SON'S REPORT CARD IN.

ADDITIONAL COMMENTS: -----  
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PARENT & CHILD

## Success in School Is Called a Family Endeavor

By CARIN RUBENSTEIN

Last week, Nancy Romanchek had a bad dream: she was in the seventh grade, and on the first day of school, she forgot her locker combination and lost her class schedule.

But she's not among those going back to school; Mrs. Romanchek, 45, of Langhorne, Pa., is jittery about the new school year for her two sons, James, 11, and Todd, 7.

James, who is entering the sixth grade, is to start middle school today, and Mrs. Romanchek is so concerned about how he'll adjust to being in school with 14- and 15-year-olds and the influence the older children will have on him that she is having anxiety dreams, she said.

Mrs. Romanchek is also worried about Todd, who she feels has not yet been helped to achieve his potential, and whether this time he'll get a teacher who can help him blossom.

As happens every September as schools around the country open, anxious parents are voicing their fears and concerns about the school year and how well their children will do.

And now, the first wave of completed research based on a continuing, comprehensive national survey of students and their parents, teachers and school principals over a decade, reveals that parents are justified in being concerned, since a great deal of the responsibility for children's school achievement falls on them.

Parents can no longer depend on schools to look out for their child's interests, said Dr. Chandra Muller, an assistant professor of sociology at the University of Texas in Austin, who is one of more than 150 researchers now analyzing the data from the survey, the National Education Longitudinal Study. "Parents have to be alert about what's going on; they have to take charge of their children's education and participate in an authoritative way," she said. That does not mean dictating to a child, she said, but talking with the child and reaching an agreement on family rules.

The study, sponsored by the Education Department, includes information on 26,000 students who were eighth graders in 1988, who were randomly selected from 1,057 public and private schools. Beginning in 1988, the students took standardized tests in math, reading, science and social studies and answered a broad range of questions about their lives. One or two of each student's teachers, a school principal and a parent were also interviewed about the students. The testing and interviews were repeated when students were in the 10th and 12th grades, and the interviews continued after graduation.

"This is one of the first studies ever to include so much contextual data, with the point of view of children, teachers, principals and parents," said Dr. Jeff Owings, the chief of the Longitudinal and Household Studies Branch in the National Center for Education Statistics in Washington, who is monitoring the study's data. At least one more follow-up study is planned for 1998, he or she said.

Dr. Muller and other researchers have compiled some of the findings:

- Students do best in school when their parents "take a managerial role in relation to the school, viewing themselves as being in charge of their child's educational career," Dr. Muller said.
- Children whose parents talk to them about school events or what they learned in class do better on achievement tests, said Dr. Muller, whose most recent paper on the work will appear as a chapter in "Transforming Schools," a book to be published this fall by

Garland Press. Thirty-seven percent of the eighth graders said their parents spoke with them about school three or more times during the school year, Dr. Muller said. The other students said their parents discussed the issue only once or twice, or not at all, she said.

- Children whose parents restrict television during the week, provide music classes outside school and offer some form of adult supervision after school also do better on achievement tests, Dr. Muller found. About 16 percent of the eighth graders said their parents "often" limit the time they spend watching television. In addition, children who spend less than three hours a day without adult supervision have higher test scores than those who are unsupervised more often, Dr. Muller said.

- Children whose teacher expects the class to achieve at a higher than average level do better on math and reading tests, said Dr. Shelley Drazen, another researcher.

- The more homework that teachers assign, Dr. Drazen said, the higher the students' achievement level. When possible, parents should request a teacher for their child who will "expect that the child can succeed and learn more' than' a minimum, and one who also assigns a fair amount of homework," she said.

Because Allegra Kaiser's third-grade class had three different teachers last year at Public School 41 in Greenwich Village, Augusta Kaiser, 45, felt she had to select the best teacher for her daughter this year.

"The teacher Shapes the year from Day One," said Mrs.Kaiser,who with the principal chose a teacher she hopes will be "understanding - and sensitive to my daughter's needs."

*Parent & Child, by a variety of writers and on a range of family issues, now appears periodically in The Living Arts.*



## Schedule for Spring 2019

Revised  
2-13-19

| <u>Month</u>  | <u>Day</u> | <u>Event</u> | <u>Time</u>                        | <u>Character Talk</u>        | <u>Activity</u>    |
|---|------------|--------------|------------------------------------|------------------------------|--------------------|
| January   | 12         | Mon          | 1st day of Sem.                    |                              | ice skating        |
|   | 14         | Wed          | 1st day of Sem.                    | 5-7pm                        | Game               |
|   | 17         | Sat          | 1st day of Sem.                    | 10am-noon                    | Sports/Game        |
|   | 19         | Mon          |                                    | Study Habits                 | ice skating        |
|   | 21         | Wed          |                                    | Study Habits                 | Sports             |
|   | 24         | Sat          |                                    | Study Habits                 | Sports/Game        |
|   | 26         | Mon          |                                    | Controlling Emotions         | Ice skating        |
|   | 28         | Wed          |                                    | Controlling Emotions         | Game               |
|   | 31         | Sat          |                                    | Controlling Emotions         | Valentine<br>Craft |
| February  | 2          | Mon          |                                    | Respect for People           | Ice skating        |
|   | 4          | Wed          |                                    | Respect for People           | Valentine<br>Craft |
|   | 7          | Sat          | FIELD TRIP                         | Respect for People           | Sports             |
|   | 9          | Mon          |                                    | Kindness                     | Valentine<br>Craft |
|   | 11         | Wed          |                                    | Kindness                     | Sports             |
|   | 14         | Sat          |                                    | Kindness                     | Sports             |
|   | 16         | Mon          | Parent Meeting                     | Importance of Reading        | Game               |
|   | 18         | Wed          | Parent Meeting                     | Importance of Reading        | Game               |
|   | 21         | Sat          | Parent Meeting                     | Importance of Reading        | Sport/Game         |
|   | 23         | Mon          |                                    | Friendship                   | Sports             |
|   | 25         | Wed          |                                    | Friendship                   | Sports             |
|   | 28         | Sat          |                                    | Friendship                   | Craft              |
| March   | 2          | Mon          |                                    | Modesty & Humility           | Craft              |
|   | 4          | Wed          |                                    | Modesty & Humility           | Craft              |
|   | 7          | Sat          | FIELD TRIP                         | Modesty & Humility           | Sports             |
|   | 9          | Mon          |                                    | Doing Little Things Well     | Game               |
|   | 11         | Wed          |                                    | Doing Little Things Well     | Game               |
|   | 14         | Sat          | Parent Meeting                     | Doing Little Things Well     | Sports             |
|   | 16         | Mon          | Parent Meeting                     | Sincerity&Honesty            | Sports             |
|   | 18         | Wed          | Parent Meeting                     | Sincerity&Honesty            | Sports             |
|   | 21         | Sat          |                                    | Sincerity&Honesty            | Craft              |
|   | 23         | Mon          |                                    | Responsibility               | Game               |
|   | 25         | Wed          |                                    | Responsibility               | Game               |
|   | 28         | Sat          |                                    | Responsibility               | Game               |
|   | 30         | Mon          |                                    | Friendship with God          | Craft              |
| April   | 1          | Wed          |                                    | Friendship with God          | Craft              |
|   | 4          | Sat          | FIELD TRIP<br>Milwaukee County Zoo | Friendship with God          | Field Trip         |
|   | 6          | Mon          |                                    | Importance of Family Customs | Sports             |
|   | 8          | Wed          |                                    | Importance of Family Customs | Sports             |
| Due to Easter break, Summit will not meet from Sat., April 11th through Sun., April 19th. |            |              |                                    |                              |                    |
|   | 20         | Mon          |                                    | Perseverance                 | Game               |
|   | 22         | Wed          |                                    | Perseverance                 | Game               |
|   | 25         | Sat          |                                    | Perseverance                 | Sports             |
|   | 27         | Mon          | Parent Meeting                     | Patience                     | Craft              |
|   | 29         | Wed          | Parent Meeting                     | Patience                     | Craft              |
| May   | 2          | Sat          | Parent Meeting                     | Patience                     | Craft              |
|   | 4          | Mon          |                                    | Gratitude                    | Game               |
|   | 6          | Wed          |                                    | Gratitude                    | Game               |

9 Sat

Gratitude

Sports

11 Mon Awards

Party

13 Wed Awards

Party

16 Sat Awards

Party

## All-Star Team Rules:

1. Give your student five very easily quantifiable goals each week. Get together with your advisor for help in defining and concretizing these goals. These goals should be something that they need to work on, for

example:

- 1.) Beginning to study at 4:00 p.m. each night
- 2.) Studying for 1 hour each night
- 3.) Getting to bed at 9:30 each night
- 4.) Raising hand in school 3 times per day.
- 5.) Not talking in each class every day.
- 6.) Not fighting with brothers and sisters each day.
- 7.) Being on time to school every day
- 8.) Reading 10 pages of outside reading every night.
- 9.) Making bed every day before school.
- 10.) Filling in the assignment notebook for each class and putting papers in the folders.
- 11.) Chores, i.e., taking out garbage each day.
- 12.) Watching no more than 2 T.V. shows per night.

2. It is much better if the goals are appropriate for building a habit the student needs rather than something frivolous. For e

3. The student should post the sheet in his room, on the fridge, or in some other spot where he or she can see it and be reminded of it. Each time a student accomplishes a goal for the day, he or she marks the sheet. For example, if his goal was to raise his hand three times during the day and he or she did it, he or she should put three marks on that circle for the day. If he or she accomplishes the goal for the day, then he or she gets the star in the circle. If the student is not getting many stars, goals may be too difficult for him so try redefining.

4. If the student accomplishes the goal each day for several weeks, you and he or she can change the goal if the tutor is confident he or she has acquired the good habit in order to keep him challenged.

5. Caution: do not make the goal too tough or not defined well enough. Check these goals with your advisor. The tutor will award stars each week and keep sheets in notebook. Each week, issue the student a new sheet.

6. A percentage will be assigned to each class room each evening. The advisor will quickly tally each percentage for the room before each session. The class with the best percentage gets to pick the sport for the sports period. The students with the highest percentage of stars get to be the team captains for the evening. Students with 90% scores get to play "Math Blaster" with his tutor in the computer room for the final 15 minutes of each tutoring session. Perfect scores get 30 minutes.

7. Students who earn enough stars can become eligible for a special excursion.

8. It is good for tutors to write encouraging comments when they do even very little things well. For example, "Awesome Job" etc. A little positive reinforcement is worth more than criticism, and having it in writing with your signature means a lot.

Here is a list of possible resolutions to present to advisors to present to students this fall. This list was gathered from the resolutions set on last semester's "All-Star" sheets. It is a working list, some ideas are better than others, more ideas are welcome!

1. beginning to study at 4 p.m. each night
2. studying for one hour each night
3. getting to bed at 9:30 each night
4. raising hand three times in school each day
5. not talking in each class every day
6. not fighting with brothers and sisters each day
7. being on time to school every day
8. reading ten pages of outside reading every day
9. making bed everyday before school
10. filling in the assignment notebook for each class and putting papers in the folders
11. chores (make specific: take out the trash, taking out garbage each day, wash dishes, make bed)
12. watching no more than two T.V. shows per night
13. speak louder in class
14. compliment mother's cooking
15. read a non-sports article in the newspaper every night
16. talk to less popular kids at school — pick one out in particular to talk to
17. get up right away every morning without hitting the snooze button
18. shovel the snow
19. exercise every day (set up specific exercise)
20. eat breakfast every day
21. do what your parents ask of you right away — don't make them ask twice
22. speak clearly and politely to parents and teachers — say yes please and thank you often
23. have good conversation with mom, dad, or, both every day, just tell them about you day
24. brush teeth and take shower every day
25. say good morning and good night to mom and dad and everyone in family every day
26. never complain to the referee - even if he's wrong
27. eat three square meals a day — plan out two small snacks - one in the afternoon and one in the evening
28. share toys with friends and siblings
29. never watch television or play nintendo alone
30. say short prayer in morning after getting up and again before bed
31. write down unknown words when reading then look them up before finishing

# One-On-One Tutoring Program

## Advisor Duties

A good relationship and open communication between the advisor and the tutor are imperative for the success of the One-On-One program. What can the advisor do to help tutors as much as possible? I think that you will be on the right track if you strive to do the following:

1. The advisor must be perceived as the supervisor and friend of each tutor, not just the one who presents of the character talk. Each tutor needs to be reminded of his objective and the means to obtain it, just like any worker in a company. Without individual encouragement and direction from a supervisor, any worker would not do as well and, in time, may even become discouraged.

2. The advisor must try to promote a warm, friendly, and positive atmosphere. To this end, all of the tutors should know each other and many of the students as well. This means introducing everyone and encouraging interaction before and after sessions. This is key to fostering positive attitudes in the kids.

Under the time constraints of each session, it is hard to get to know each tutor, supervise their work, and tutor a student yourself all at the same time. For this reason, we are encouraging all of the advisors to try and get-together with at least one of the tutors during the tutoring sessions for a few minutes. This will mean that your student and that of the tutor will have to study independently for a few minutes. If you can possibly see another tutor after the session and one before, you will be doing very well. Follow up lunches and get-togethers at the most convenient watering hole are then easier to schedule. The "Form 1's" should help you keep notes on each tutor so that the program director and the advisor can discuss them every few weeks.

For additional advisor duties see the next page

### ADVISOR'S DUTIES

#### I DEFINITION OF ADVISOR -

MOST IMPORTANT FUNCTION OF TUTORING PROGRAM GETS TO KNOW TUTOR WELL; FOCUSES, ENCOURAGES AND MOTIVATES TUTOR; MAKES SURE TUTOR IS HAPPY, TRIES TO BE GOOD FRIEND; COMMUNICATES SPIRIT, GOALS AND ANNOUNCEMENTS TO TUTORS; NOT AUTHORITARIAN

#### II DUTIES OF ADVISOR

##### A CHARACTER DEVELOPMENT TALK

1 ADVISOR GIVES TALK OR

2 ADVISOR ASSIGNS AND COACHES SOMEONE GIVING TALK

- 3 DURING TALK IT IS IMPORTANT TO ASK QUESTIONS AND GET STUDENTS AND TUTORS INVOLVEMENT
- 4 SIT AMONG AUDIENCE, NOT LIKE GIVING LECTURE

B CHAT WITH TUTORS

- 1 TIME INTERVAL AND DURATION, ETC.
  - a ALL TUTORS BI-WEEKLY
  - b BRIEF/5 MINUTES SO YOU CAN SEE ALL (FOLLOW-UP W/ GET TOGETHER FOR LUNCH ETC)
  - c PRE-ARRANGE GET TOGETHER TIME,
    - i ARRANGE WEEK BEFORE OR CALL BEFORE (SHOULD HAVE PHONE #s OF TUTORS)
    - ii ARRANGE AT LEAST BEFORE CLASS (NOT ON SPUR OF MOMENT IF POSSIBLE)
- 2 CONTENT OF CHAT - SUGGESTIONS
  - a WHAT IS TUTOR DOING ACADEMICALLY?
    - i WHAT IS STUDENT'S ACADEMIC WEAKNESSES
    - ii WHAT ARE YOU WORKING ON ACADEMICALLY
    - iii HOW ARE YOU DOING THIS ?
    - iv WHAT PROBLEMS ARE YOU HAVING?
    - v REMIND TUTORS TO TEACH SOCRATICALLY
      - ASK A LOT OF QUESTIONS).
      - AVOID YES AND NO QUESTIONS.
      - AVOID GIVING ANSWERS.
    - vi DOES TUTOR WASTE TIME WITH STUDENT
      - WALKING HALLS / PLAYING COMPUTERS
    - vii DOES TUTOR CALL STUDENT WEEKLY? WHY?
      - JUST TO SAY HI AND SEE YOU SOON
      - SHOWS YOUR THINKING ABOUT HIM
      - INSURES THEIR ATTENDANCE
      - IS HE OR SHE WORKING ON RESOLUTION
      - CHANCE TO GREET PARENTS
    - viii ASSIGNMENT NOTEBOOK
      - DOES THE STUDENT BRING IT REGULARLY?
      - DOES HE OR SHE USE IT?, IS IT FILLED OUT?
      - HOW DOES TUTOR MOTIVATE STUDENT TO BRING IT AND FILLIT OUT?
        - REWARD
        - FUN BET (PUSH-UPS, CANDY, ETC.)
  - b WHAT CHARACTER DEVELOPMENT IS TUTOR DOING?
    - i IS THE TUTOR MAKING FRIENDS W/STUDENT
    - ii ANY BIG PROBLEMS AT SCHOOL OR HOME
    - iii WHAT IS STUDENT'S PREDOMINANT DEFECT?
    - iv WHAT ARE LONG AND SHORT TERM GOALS?
    - v RESOLUTIONS STUDENT IS WORKING ON?
      - ARE THEY CONCRETE AND WEEKLY?
    - vi BEHAVIOR IN SCHOOL OK? RESOLUTIONS?
    - vii RESPECT FOR PARENTS AND FAMILY? RESOLUTIONS?
    - viii HOW MUCH T.V. DOES HE OR SHE WATCH? RESOLUTIONS?
    - ix WHAT DOES STUDENT AND TUTOR GET OUT OF CHARACTER DEVELOPMENT TALKS?
    - ix DOES THE STUDENT PRACTICE HIS FAITH?
    - x DOES THE TUTOR REALIZE HOW IMPORTANT GOD AND THE PRACTICE OF FAITH IS FOR CHARACTER DEVELOPMENT?

# EXAMPLE OF ADVISOR'S WEEKLY ANNOUNCEMENTS:

SUMMIT ONE-ON-ONE PROGRAM: WEEK 2

ANNOUNCEMENTS:

1. PLEASE HAND-IN THE STUDENT'S ESSAYS FOR THE SYMPHONY ESSAY CONTEST. WINNERS OF THE SYMPHONY TICKETS WILL BE CONTACTED BY PHONE.

2. ALL REPORT CARDS ARE DUE; PLEASE BRING IT IN NEXT WEEK IF YOU HAVE N

3. ALL 6TH GRADERS GO TO THE SCHOOL HALLWAY FOR SPORTS. 4TH AND 5TH GR

TODAY'S CHARACTER TALK:

## THE ASSIGNMENT NOTEBOOK AND HOMEWORK FOLDER

### **ASSIGNMENT NOTEBOOK**

1. IT IS GOOD TO USE A NOTEBOOK TO KEEP TRACK OF YOUR HOMEWORK EACH DAY. BY WRITING OUR ASSIGNMENTS IN A NOTEBOOK EACH TIME WE GET ONE, WE WILL REMEMBER TO DO IT.

2. THIS NOTEBOOK CAN ALSO BE USED TO REMEMBER OTHER THINGS. FOR EXAMPLE, YOU CAN WRITE DOWN THINGS YOU WANT TO DO LIKE CALL YOUR TUTOR, OR SEND YOUR FRIEND A LETTER. THE ASSIGNMENT NOTEBOOK IS A GREAT PLACE TO PUT PHONE NUMBERS, ADDRESSES, AND LITTLE REMINDERS.

3. IF WE WRITE THINGS DOWN, WE WILL REMEMBER TO DO THINGS. IF WE DON'T WRITE THINGS DOWN, WE CAN EASILY FORGET. HOW MANY TIMES HAVE WE FORGOTTEN TO DO THINGS?

4. OUR TUTORS USE NOTEBOOKS TO REMEMBER THINGS ALSO. MAYBE THEY HAVE SOME EXAMPLES OF WHAT THEY USE THEM FOR.

5. IF WE CAN GET INTO THE HABIT OF USING A NOTEBOOK, HOMEWORK ASSIGNMENTS WILL BE EASIER TO ACCOMPLISH BECAUSE WE HAVE A REMINDER. MOST OF THE TIME, WE DON'T DO WHAT WE WANT BECAUSE WE SIMPLY FORGET (I.E., CALLING OUR TUTOR). HOW MANY TIMES THIS WEEK DID WE FORGET TO DO SOMETHING?

### **HOMEWORK FOLDER**

1. STUDENTS SHOULD BRING ALL OF THEIR TESTS AND HOMEWORK EACH WEEK TO SHOW YOUR TUTOR. THIS INCLUDES TESTS AND HOMEWORK THAT HAS BEEN HANDED BACK TO YOU BY YOUR TEACHER, AND ALSO, HOMEWORK THAT YOU HAVEN'T HANDED IN YET.

2. THIS WILL NOT HAPPEN UNLESS YOU CAN PUT EVERYTHING INTO A FOLDER. AS SOON AS YOU GET A PAPER BACK FROM YOUR TEACHER, PUT IT IN THIS FOLDER. THIS FOLDER SHOULD CONTAIN ALL OF YOUR HOMEWORK, AND YOUR REPORT CARD WHEN YOU GET IT. WE SHOULD NOT PUT PAPERS IN THE BOTTOM OF OUR BOOKBAG BECAUSE THEY GET CRUSHED AND SOGGY.

NEXT WEEK'S TALK.....

### RESPECT FOR PARENTS

1. WE OWE OUR LIFE TO OUR PARENTS. THEY ALWAYS CARE FOR US AND LOOK-OUT FOR US. THEY LOVE US VERY MUCH SO WE MUST SHOW OUR LOVE FOR THEM, AND THE MOST IMPORTANT WAY TO DO THIS IS TO RESPECT THEM.
2. WHEN THEY GET MAD AT US, THEY ARE ONLY TRYING TO TEACH US A LESSON SO WE WON'T DO STUPID THINGS. WE SHOULD NEVER BECOME RESENTFUL WHEN CORRECTED BECAUSE ONLY UNGRATEFUL PEOPLE ACT LIKE THAT.
3. WE MUST ALSO TRY TO DO POSITIVE THINGS FOR THEM TO MAKE THEIR LIFE MORE PLEASANT. THIS INCLUDES NOT ONLY NOT DOING THINGS THAT WILL MAKE THEM ANGRY, BUT DOING OTHER THINGS ALSO. HERE'S A LIST THAT YOU CAN PICK A FEW FROM.

1. SPEND TIME TALKING TO THEM AND TALK TO THEM WHEN YOU HAVE A PROBLEM
2. KEEP YOUR ROOM IN ORDER, ASK PARENTS FOR ANOTHER CHORE
3. TELL THEM YOUR SORRY IF YOU UPSET THEM
4. DON'T ALWAYS ASK FOR THINGS
5. SAY PLEASE AND THANK YOU MORE OFTEN
6. TRY TO IMPROVE YOUR MANNERS AT THE TABLE
7. WORK ON YOUR TEMPER
8. SMILE MORE
9. REMEMBER THEIR BIRTHDAY AND ANNIVERSARY

# SUMMIT

## ONE-ON-ONE TUTORING PROGRAM

COME SPEND A DAY OF FUN WITH US AT THE ICE RINK!!!!

WHO? STUDENTS WHO HAVE BROUGHT IN AT LEAST ONE ALL STAR SHEET THIS SEMESTER

WHAT? AN AFTERNOON OF FUN INCLUDING PIZZA AND ICE SKATING

WHEN? SATURDAY, FEBRUARY 22 12 NOON TO 4 PM



WHERE? LUNCH AT POMPEI PIZZA AND ICE SKATING DOWNTOWN  
AT BI-CENTENIEL PARK

WHY? TO REWARD OUR MOST DEDICATED STUDENTS AND TUTORS

COST? \$5 COVERS PIZZA AND BUS. \$2 SKATE RENTAL

-----  
PERMISSION SLIP (must be completed with signature in order to participate)

I give permission for my son, \_\_\_\_\_, to attend the Summit field trip to Pompeii Pizza and Garfield park for ice skating on Saturday, March 22, 1997. I hereby authorize the directors of the trip to arrange whatever medical treatment they deem necessary for my son named above.

\_\_\_\_\_  
parent signature

\_\_\_\_\_  
date

:

**TUTOR TRAINING**

**CASE STUDIES**

## TRAINING SESSION:

### CASE #1

John is a straight "A" student but has conduct problems because he is not challenged in school. His last report card reflects his problem. When asked by his tutor how his conduct has been, John did not tell him the truth. Because he is doing well in school, both the student and tutor feel there is little Summit can do to help this student. At home, he is constantly disrupting the peace because his homework is done in 30 minutes. His free time is devoted to TV or video games.

#### Questions.

1. Is Summit a waste of time for John?
2. What can the tutor do to help him improve?
3. What can tutor do to help his sincerity?
4. What types of goals can tutor set?

#### Answers.

1. No, John might need Summit more because many times, grades in inner-city schools are not a true reflection of performance. Also, John is not being challenged since teachers try to teach the average student. Tutor should tell John that he might not be challenged enough, but if he wants to get into a good high school, he must improve a lot which means being challenged much more. It also appears that John has a great deal of improvement in his character from his lack of sincerity. Even if John is a wonderful kid, Summit can help challenge him in all areas of his development.

2. Tutor must try to challenge John more than school has done so far. Extra reading of good books, extra math, science; tell him about profession, etc.

3. Cannot force honesty, you must show trust to gain trust, do not look scandalized when he tells you something bad, try to show that

your human and you make mistakes, he should know that he shouldn't be afraid of telling truth.

4. Less TV, more behavior type goals (no talking once lecture has begun, etc.), goals for spirit of spirit (chores or with friends): Work on good attitude toward school, authority, peers, etc. because it is essential for future success.

Moral of the story: Tutoring is not just academic, but goes much further into behavior, extra academics, and good habits. Tutor must level with student; Summit is for people who want to improve, if not they should not be here.

### Case Study Vacation Time

I think that everyone would agree that there are much better things for your student to do than watch TV, and play Nintendo during their vacation. However, the following questions come to mind.

1. What motivation can be used to help my student understand this?
2. What can students do besides watching TV?
3. How can I get my student to do more constructive things over the vacation time?

### Answers

1. Be aware that during vacations, if there is nothing to do, most students will do nothing or close to nothing. Tutors must try to motivate students to plan an exciting vacation with activities instead of laying in front of the TV for 15 hours per day. Why? Students can either waste their time or use it constructively. If they waste their time, they are not any smarter or happier. If they use it well, they can have much more fun and at the same time learn many new things, keep their minds sharp, and not develop bad habits in laziness. It will take at least 2 or 3 weeks for a student to get back into the swing of the second semester if he does nothing for 2 weeks.

2. What can students do?

Make a schedule of things to do each day

1. Chores
2. Read for an hour or two (15 pages each day will result in completing a good sized book in two weeks)
3. Learn an instrument. How many tutors wish they could play an instrument? Its almost impossible if you don't start young.
4. Ask your mom to help her go shopping or maybe plan a trip to the museum or library.
5. Ask your parents if you can help them do something instead of automatically turning on the television.
6. Call your friends and get together with them.
7. Think of a hobby to learn.
8. Work on a puzzle or a crossword puzzle.

3. How can I motivate my student?

1. Obviously, spend some time talking about it and explaining the rationale.
2. Work-out All-Star sheet for the next few weeks with interesting things. In addition, agree on a big to do list.

#### CASE #7 - The Role of the Advisor

Harvey has tutored week-in and week-out, and he is beginning to think that he might be doing something wrong because the advisor asks to talk to him every couple of weeks. Harvey doesn't have time to talk after the sessions; nonetheless, he doesn't understand why the advisor wants to meet with him. He doesn't really know him and he doesn't think he's doing anything wrong.

#### Questions:

1. Why is the role of the advisor?
2. What benefit is there getting together with the advisor every few weeks?
3. How can the tutors cooperate in making a more contagious and positive academic atmosphere which will help influence the attitudes of the student?

#### Answer:

1. Besides presenting or making sure the character talks and case studies are presented in an interesting manner, the advisor has the responsibility for the tutors doing a good job of tutoring in each class, and for creating a warm friendly atmosphere.
2. In addition to ensuring that the student is provided the individual attention and study habits and the goals of the program are met, the tutor has a good opportunity to discuss and bounce ideas regarding techniques of tutoring. Also, it is good to get an outside perspective about expectations about each student and achievable goals. It is important for the advisor to get to know each tutor so that the atmosphere be warm and friendly and not anonymous.
3. By having the tutors knowing each other on a first name basis and the tutors knowing all of the names of the students in the classroom, a friendly atmosphere is created. This is conducive for developing a good positive attitude not only in academics, but also in their outlook. The more effort each of the tutors put into getting to know one another and the other students, the more the student will sense this warmth and optimism. He will then enjoy coming and participating. The more that the students see that you are normal and fun loving, the more they will want to be like you.

TOM THE TUTOR IS TRYING TO GET TO KNOW STU HIS STUDENT. STU IS A BRIGHT KID. EVEN THOUGH STU'S GRADES ARE POOR, STU SAYS HE STUDIES ALL OF THE TIME, AND THE GRADES ARE DUE TO THE TEACHER NOT LIKING HIM. HE SAYS THAT WHEN HE'S NOT STUDYING, HE'S HELPING HIS MOTHER OR HIS LITTLE BROTHERS AND SISTERS. STU ALSO SAYS HE RARELY WATCHES T.V., BUT USUALLY READS DURING HIS FREE TIME. TOM IS AMAZED AT HOW VIRTUOUS STU IS AND CAN'T UNDERSTAND WHY HIS TEACHER IS SO UNREASONABLE.

**QUESTIONS:**

1. WHY IS IT GOOD TO GET TO KNOW A STUDENT'S DAILY ROUTINE?
2. WHAT IS A GOOD WAY TO GET TO KNOW A STUDENT'S DAILY ROUTINE?
3. HOW CAN TOM BE SURE STU IS TELLING THE TRUTH?
4. WHY IS IT IMPORTANT TO KNOW HOW YOUR STUDENT USES HIS FREE TIME?
5. WHAT ARE SOME GOOD WAYS TO IMPROVE A STUDENT'S SCHEDULE?

**ANSWERS:**

1. BY KNOWING THE STUDENT'S DAILY ROUTINE OR SCHEDULE, WE GET TO KNOW HIM MORE OBJECTIVELY. THE TUTOR WILL GET TO KNOW THE STUDENT QUICKLY USING THIS METHOD. WITHOUT KNOWING HIS DAILY SCHEDULE, IT IS EASY FOR THE STUDENT TO EXAGGERATE ABOUT STUDY HABITS, FREE TIME, AND HELPING OUT AT HOME.

2. A GOOD WAY TO GET TO KNOW HIS DAILY ROUTINE IS TO TAKE A SCHEDULE OUTLINE LIKE THE ONE ON YOUR DESK AND GO THROUGH IT WITH HIM, ASKING WHAT TIME HE GETS UP, GOES TO SCHOOL, COMES BACK FROM SCHOOL, DOES HIS HOMEWORK, EATS, WATCHES T.V. GOES TO BED, ETC, ETC.

3. THE TUTOR CAN USE A SENSE OF HUMOR AND MAKE THE STUDENT LAUGH AT HIMSELF IF HE TELLS A WHOPPER. FOR INSTANCE, IF STU SAYS HE ALWAYS STUDIES, HELPS HIS MOTHER AND NEVER WATCHES T.V., ESPECIALLY WITH THE PROOF OF HIS REPORT CARD SHOWING THE CONTRARY, TOM SHOULDN'T BELIEVE EVERYTHING BUT LAUGH AND TELL STU "COME ON, YOU'RE PULLING MY LEG. I CAN'T EVEN DO THAT." TUTORS CAN ALSO DOUBLE CHECK THINGS WITH PARENTS DURING THE PHONE CALL.

4. WE SEE IF HE IS LAZY OR NOT BY THE WAY HE SPENDS HIS FREE TIME. IF HE WATCHES TOO MUCH T.V., HE IS LAZY. TELEVISION IS USUALLY A WASTE OF TIME. HE CAN DEVELOP HIS MIND MUCH MORE AND WITH MORE CONSTRUCTIVE HOBBIES. AS OUR OWN EXPERIENCE SHOWS, HAVING A WRITTEN SCHEDULE ALSO SHOWS STU THAT HE REALLY DOESN'T HAVE THAT MUCH FREE TIME IF HE ALLOCATES ENOUGH TIME TO STUDY AND OTHER PRIORITIES.

5. IT IS GOOD THAT STUDENTS TRY TO DO THEIR HOMEWORK AT THE SAME TIME EACH DAY, BETTER EARLIER THAN LATER WHEN THEY ARE TIRED. MORE DIFFICULT SUBJECTS SHOULD ALWAYS BE DONE FIRST. KIDS SHOULD GET MINIMUM OF 8-9 HOURS OF SLEEP.

Tim volunteered so that he could help a student have the same chance of succeeding as he did when he was younger. He comes in each week and works for an hour primarily on Math problems (his student's weakest subject) and homework. He is becoming more and more discouraged as the tutoring sessions progress because the student doesn't want to open-up, and he doesn't see much improvement in his student's grades. It seems like his student does not like being there.

Questions:

1. What are the most important benefits to a student in One-On-One?
2. Why is friendship so important for a good working relationship with the student?
3. How do we make friends with our student, especially when there is such of a great age difference?
4. How can Tim avoid becoming discouraged?

Answers:

1. The most important benefits of the One-On-One Program are:
  - a. Developing and reinforcing a good attitude toward academics.
  - b. Learning to think through problems independently.
  - c. Developing good personal habits (i.e., character development) that serves as a foundation for success in both academics and life.
  - d. Learning how to communicate.
2. It is important to develop a friendship because the student must have confidence and trust in the tutor. If there is a friendship, the student will not only be eager to attend tutoring, but he will be eager to work hard so that he won't let his tutor down. The student will also listen much closer and take advice just like a friends listen. With friendship, it is much easier to make progress.
3. Show the student that you are interested in him. Ask about his family, friends, favorite hobbies, sports, people. Find things in common. Most importantly, listen to him. Let him talk. Be interested in what he says. Call him each week to see if he is coming and how he is doing. Talk to his parents and show an interest in them. The student will like you if the parents like you. You will see a break-through in his attitude about tutoring and school if you take the time to be his friend.
4. Tim should not be discouraged. Many times kids are not open to friendship, and we cannot force them to be our friend. Sometimes, even the best efforts we put into winning someone over do not work. If students are forced by their parents to come to Summit, their dispositions may not always be the best. It is better that the student doesn't come if he doesn't want to be unhappy here. Summit is for students who want to make friends and improve. They should naturally appreciate our efforts. Friendship is a two-way street so if Tim puts an effort in being a friend but the student does not reciprocate, discouragement should be out of the question.

## How to Support Parents

Andy is conscientious and tries to tutor Johnny as well as possible. He is a good friend and Johnny is improving in all of his subjects as well as his study habits. Everything is going great; however, Andy has never met nor talked with Johnny's parents.

### Questions:

1. Why is it important to talk with the parents of your students?
2. What should you talk to them about?
3. How can we meet the parents if we miss them at the parent conferences?

### Answers:

1. The parents are the primary educators of the students. It is important to talk to the parents in order to make a long-term impact on the students. There is a real danger that the students may go back to the same bad habits after the tutoring program is finished unless the parents learn how to support their son properly. Unless the parents learn to support their son, the student will not succeed. They need encouragement in placing emphasis on academics just like the rest of us. (See the attached article)
2. It is important to talk to the parents about the following:
  - a. What he needs to improve on.
  - b. The importance of their constant support.
  - c. What is the environment at home like, i.e., is the TV always on, does he have a good place to study? Encourage them to control TV viewing and provide silent hours in the house for study.
  - d. Do the parents check his homework?
  - d. Are they interested in his success in school?
  - e. See the attached parent meeting guide.
3. The best way is to call them and ask them if you can come by their home and visit. If this is not possible, another way is to meet them either before or after the tutoring session here at Summit. Phone calls are not the best way to interact with someone you do not know very well about substantial matters; however, it is good to stay in touch with them once and a while by phone.

## Improving Behavior in School

John is a poor student and has conduct problems in school. He's not a slow learner; he plays the piano and can get good grades when he feels like it. His last report card reflects his problem. When asked by his tutor how his conduct has been at home, John did not tell him the truth. Months later during the parent conference, his mother said that at home he is constantly disrupting the peace because he fights with his brothers and always tries to get them in trouble.

### Questions.

1. How can the tutor determine what the student's behavior is like a bit sooner?
2. What can the tutor do to help him improve his behavior?

### Answers.

1. It's good for the tutor to touch base with the student's parents as soon as possible by phone to find out the strengths and weaknesses of the student.
2. The tutor might try to help the student by doing the following:
  - a. Become his friend. Win him over. Flies are attracted to honey not vinegar. Take an active interest in his activities and interests. Try to see things from his point of view.
  - b. Try to get into deep conversations, don't stay on the surface. In a natural way, ask him what he likes about people and dislikes about people. Find out what really makes him happy and what really pisses him off.
  - c. Find out what type of friends he has. Are they trouble makers or good kids. If he is trying to impress a misbehaved peer group, it will be tough for him to behave until he realizes that he must also be respected by good friends. Stress the positive, not that his friends are bad. Talk through what he thinks is cool and ask him why.
  - d. Illustrate why he must try to be of service to those around him. Try to tell him why acting immature is a little short sighted and why disrupting class is being a disservice because of the bother it causes.
  - e. Set a few specific goals for the week regarding not talking in class, or whatever he needs to improve on.

Moral of the story: Tutoring is not just academic, but goes much further. A big stumbling block to good grades is behavior. Behavior can be changed by focusing on why the student has a poor attitude, and then talking it out, friend to friend.



Max is struggling in school. He has no conduct problems but is ashamed of his performance. He's not a genius but doesn't have any learning disabilities. Max is a docile child, and very shy with adults. Max wants to do well in school but is afraid to ask for help because it shows his weakness. Tim the tutor is frustrated because he nods and seems to understand everything Tim teaches, but he doesn't see much improvement. Max's parents don't speak English.

#### Questions

1. What is the root of Max's difficulties?
2. What is the root of Tim's difficulties?
3. How can Tim help Max overcome his difficulties?

#### Answers

1. Max's issues:
  - a. If parents don't speak English: Max is not used to communicating in English so his ability to comprehend may be hampered and he may be self-conscious or uncomfortable speaking. He may manifest this in lacking assertiveness.
2. Tim's issues:

Evidence suggests that Tim may not really understand Max's level of comprehension; merely explaining things does not mean student understands. Student must learn actively by means of the tutor getting the student to communicate by asking simpler and simpler questions if necessary instead of lecturing. This is called the Socratic Method of teaching.
3. Tim could help Max more effectively by:
  - a. Discussing Max's situation with his advisor to get a clearer picture of Max's needs and goals to help Max improve.
  - b. Trying to have Max do most of the talking in the session by asking a lot of questions. This will give you a better idea of his level, improve his communication skills, and help his confidence.
  - c. Getting to know Max better instead of just looking for results, a better friendship and trust will develop. Max will be eager to work on goals in the areas of assertiveness and academics if a friend encourages him.

Moral of the story: Do not teach by lecturing. Gain the confidence of your student and make it easy for him to communicate. Students will learn much more if they participate.

Talk with advisor to get a better picture of student's real needs and goals, teach Socratically, and aim for a good friendship instead of just the bottom-line results in order to tutor most effectively.

Bobby keeps all his papers in his book bag, but not necessarily in his folder. He has a habit of losing homework and other important papers. He sometimes forgets his assignments, other times he forgets what he has for homework. He shows his tutor his graded homework and tests sometimes; however, it's usually by chance that it is in his book bag. Bobby also has unorthodox and sloppy penmanship which adds to the disorderliness the papers.

Questions:

1. Is this lack of order a common problem?
2. What would an increase in order do specifically for Bobby?
3. How can we help Bobby acquire this good habit of order?
4. What can we do about Bobby's penmanship?

Answers:

1. Almost every student has a problem with lack of order in keeping papers. Even good students could be better organized in this regard.
2. Being organized is more important than most people think.  
An increase in order in this regard would:
  - a. Save a great deal of time in that the student would not have to look for papers.
  - b. Lessen his chance of losing his homework.
  - c. Homework would have better appearance.
  - d. Make it easy for the tutor, and student to review his work. There is a greater chance he will bring his work to the tutoring session. Especially during exam time, student should learn to review previous tests.
  - e. It will help the student get better grades. He will know where things are, and he will have a more positive outlook about his work.
  - f. Being organized will rub off in other areas of his life such as being less scatter brained when it comes to little things like returning library books on time, etc.
3.
  - a. Make it a goal for the goal sheet.
  - b. Explain the advantages to the student so it is attractive enough for them to do it.
  - c. Check his bag and folder each week. Showing him how to put order in his bag and folder will help him do it himself.
4. A student's penmanship is important for many of the same reasons as being neat and organized. He will feel much better about his work and is apt to spend more time on it if he knows how to be neat. There are many ways to do this, but a simple solution is to assign repetitious writing for the next class if he needs improvement in this.

Joey has sporadic attendance, so it is difficult for he and his tutor, Herman, to gain any momentum and consistency. Herman has called Joey only once so far; he has good intentions but keeps forgetting. When Joey does come, his assignment notebook and homework folder are non-existent. He also forgets his schoolbooks and report card. Herman therefore, isn't sure what Joey needs to work on.

### **QUESTIONS**

1. Why is consistency important?
2. How can Herman help Joey attend more consistently?
3. How can Herman help Joey bring things he is supposed to?

### **ANSWERS**

1. Consistent attendance is extremely important for students to make a significant improvement. Kids need to hear the same encouragement repeatedly to make it part of them. Otherwise, tutoring and character development stays on the "That sounds nice, but I can't do it" level with the students.
2. Herman can help Joey attend more consistently by the following ways:
  - a. Make sure Joey's parents know you so that there is somewhat of a relationship.
  - b. Call each week a few days prior to the session to ask if he will be attending.
  - c. Contact Joey when he is absent to ask him why he missed?
  - d. Contact Joey's parents to make an agreement on coming.
3. Herman can help Joey bring materials to the sessions by:
  - a. During the call a few days before the session, remind Joey to bring his books and report card, etc.
  - b. Set a goal for the following session to bring these things.
  - c. Contact Joey's parents to make sure he brings these.

**MORAL OF THE STORY:** In order to get the student to do even the simplest things, it is important to call him for a reminder. Getting through to the parents to ask for help and support in this regard is vital.

Ben, a 6th grade student, does not study. He gets B's and C's without picking-up a book outside of school, so he sees no reason to study. When George, his tutor, asked him what he wants to do when he grows-up, Ben says he does not care. Ben's mother says she has tried everything to get him to study but he does not seem very happy, doesn't talk to his parents much, and just spends time playing Nintendo by himself. His parents try incentives to persuade him to get good grades which usually only work for a very short term.

1. What is Ben's problem?
2. Who are Ben's role models?
3. Why doesn't Ben listen to his parents?
4. How can George and Ben's parents help Ben?

#### Answers

1. Ben's problem may not just be a lack motivation in school but also, an attitude problem in general because we see that Ben just doesn't care about anything. This goes a bit deeper than motivation in school. He does not seem to be happy and has stopped communicating well with his parents. If his attitude does not improve, he will not take the advice of people he should listen to and study. Then as school becomes tougher and tougher, his grades will get worse and worse resulting in not getting into a good high school which will challenge him.
2. Ben's role models are probably his friends at school who he thinks are cool. These are the only people he can relate with and communicate. The problem is that these types of people do not think getting A's or studying is cool and so he is therefore losing ground on those students who do not have attitude problems. With these role models, he is putting himself at a great risk of alienating himself from any good guidance which greatly reduces his chances of success.
3. Many adolescents, beginning in about junior high, no longer seek advice or to listen to their parents. It is a stage when they realize they are growing-up and want to start thinking for themselves. If they are not good friends with their parents or other good adults, they shut them out completely. This may be a result of his parents not trying to listen to him and make efforts to be his friend.
4. Become his friend by listening and empathizing, gain his confidence so he enjoys communicating. He will then want to be like you and do what you like to do. Encourage his parents to become his friend again by winning him over by understanding him and spending time together rather than giving him things.

Through several conversations Tom realizes that his student Ronnie knows the schedule for each television channel every night and he has many favorite programs. It is therefore a great sacrifice for him to miss a show in order to do his homework or help-out at home. If there is nothing on TV that interests him, he spends his free time playing Nintendo. Ronnie's mother realizes that he watches too much TV, but thinks there's really nothing else for him to do because the neighborhood is dangerous, and they can't go outside, especially because it gets dark very early in the winter.

1. How will a lot of TV or video games effect kids?
2. How should Ronnie's parents view his leisure time?
3. What types of constructive activities can Ronnie do?
4. How can this be implemented?

#### Answers

1. An excessive amount of TV or video games hurts kids in various ways.
  - a. Because it is a passive form of entertainment, a lot of TV is a waste of time because the mind is not developed, but rather becomes lazy.
  - b. Nintendo is not only just mindless entertainment, but it is also very addictive. Many kids not only enjoy playing it, but look forward to it very much at the expense of friends and duties.
  - c. Both TV and video games isolate people rather than help develop relationships. People are in their own little fantasy world. This inhibits development of a child's maturity and personality.
  - d. Kids are being formed by unscrupulous marketing forces rather than loved ones.
2. The home used to be a place where virtues were taught. The home is becoming more and more a place where entertainment is most important. Parents are either too busy or too tired to think of creative ways of teaching children to use their time well, so they are taking the easy way out and appeasing them by the simplest possible means, access to TV and video games. In the past, this was commonly referred to as spoiling them. Many times the parents have developed bad habits by watching TV excessively themselves. Ronnie's parents should view themselves as teachers and use free time as an opportunity to teach him responsibility by doing chores and skills well, personality by spending time with them, and constructive leisure by teaching them games and hobbies.
3. Examples of constructive hobbies are: reading books; learning musical instruments, keeping-up on current events and politics in the newspaper; learning how and keeping-up on investments; stamp, rock, coin, bug collections, model building, arts and crafts, playing and following sports and players; skills such as carpentry, cooking, check balancing, etc, etc, etc. None of these require excessive amounts of money.
4. The best way to decrease TV time at the same time, develop hobbies and interests is to set goals within each activity. For example, to have 10 different stamps collected and categorized each day, 20 pages in a classic book read each day, read 3 articles in the newspaper each day, get a savings account and figure out how to earn money to put into it, spend 1 hour each day trying to woodwork, make one course or dessert each day for the family. These goals should be chosen by the student and built-up so they will be fun.

Roy comes each week to Summit and usually spends the hour doing homework for school the next day. His tutor, Charlie, helps him understand the work, but Charlie sometimes feels he is just watching Roy doing his homework. It was more difficult to get Roy to focus on working during the last few sessions; however, because Roy said that he either completed his homework beforehand, or there was not any assigned. Charlie read a book with Roy but did not feel like they had accomplished anything since his work was already completed.

Questions:

1. Is it better if the student comes to Summit with or without homework to do?
2. If students do not bring any work with them, what do we do?
3. What can the tutor do to motivate student to be productive during X-mas vacation?

Answers:

1. Even though it is easier to tutor a student who has brought his homework to do, it would be much more productive for the student if he had already done his homework beforehand. It takes a little more ingenuity, but the tutor could then spend more time helping the student on his weakest areas.
2. With his homework completed, the tutor could then spend more time with the following:
  - a. Checking over the student's homework
  - b. Going over problems or reading to help him in his areas of greatest academic weakness. (See attachment on reading)
  - c. Studying for upcoming exams.
  - d. Going over the student's daily schedule.
  - e. Setting goals with the use of the All-Star sheet.
3. It is better that the student tries to be productive during X-mas break so that his brain doesn't go limp watching 18 hours of TV each day. The tutor should try to challenge the student to read a book, help-out around the house doing some extra chores, find an interesting hobby, etc. The best way to challenge the student to read is to pick-out a few books and agree to also read them yourself during the vacation.

## Winning Back Our Cities

By Thomas L. Mammoser

Urban America may well become the next frontier for expansion by major retailers.

Some 42 percent of the entire population--not just the cities--will be minority by the year 2040. In this respect the cities may already represent the mainstream marketplace of the future.

Experts agree that saturation and overbuilding in suburban and exurban areas are forcing U.S. retailers to identify new profit opportunities in under-served urban markets.

As they identify those opportunities, however, retailers should realize the special challenges these urban markets present--especially within the inner city--and take steps to deal with them.

One of the most ominous of these challenges is poor education in the public schools, coupled with a deeply disturbing high school dropout rate.

### A Nation at Risk

In 1983 the National Commission of Excellence in Education published its report on the educational system in the U.S.

Its title pretty much said it all: we were "A Nation at Risk." Our students were not studying the right subjects, were not working hard enough and were not learning enough. In sum, the report concluded, U.S. education was sinking in a "tide of mediocrity."

Five years later, the Secretary of Education prepared a progress report. Some improvement had been made, but he added: "Too many students do not graduate from our high schools, and too many of those who do graduate have been poorly educated."

This past fall, the Hudson Institute issued a report on American school reform called "Looking Back, Thriving Ahead." It gave American education a C+, suggesting "tolerable effort but lackluster results."

### A Daily Pearl Harbor

A businessman first brought the special seriousness of high school dropouts to our attention.

In a speech to chain drugstore executives several years ago, Owen Butler, former chairman of Procter & Gamble, noted that we lose more children each day in our public high schools to "dropping out" than servicemen were lost in the entire Pearl Harbor conflict.

Tragically, four thousand youngsters a day slip out of the public schools uneducated, illiterate and unable to participate in or contribute to the American dream.

Their shortened academic careers frequently lead to crushing poverty, drug abuse, violence and crime. Many of these youngsters become parents before they're ready, and 80 percent of children born to unmarried teenage dropouts live in poverty

Dr. David Hamburg, a national authority on child development, says we're "committing atrocities" on our inner city kids, leaving them bereft of economic opportunity, models of competence, or social-support networks to promote their education and health.

"The fate of these young people is not merely a tragedy for them, but for the entire nation....," says Hamburg. "If we cannot bring ourselves to feel compassion for these young people... we must at least recognize that our economy and our society will suffer along with them. Their loss is our loss!"

Walgreens' home city of Chicago serves as an unfortunate example of how bad education can get in a major metropolis.

I should point out that Walgreens is the largest drugstore chain in the country, with more than 2,000 stores and \$10 billion in sales. We rank first or second in 35 of the 100 largest drugstore markets in the U.S.

Walgreens has a major presence in many urban areas-including cities such as Boston, Milwaukee, St. Louis, Houston, Miami, San Francisco, Cincinnati, Minneapolis and New Orleans. In Chicago, our largest market, we have over 100 Walgreens drugstores within the city limits, probably more than any other retailer.

That's why it was so disturbing, from both a civic and a business viewpoint, when the *Chicago Tribune*, following an in-depth, seven-month study in 1988, called the Chicago Public School system a case of "institutionalized child neglect."

The average high school student in the Chicago public schools has only a 50/50 chance of graduating today. The 1991 graduation percentage in Chicago public high schools was a paltry 44 percent, prompting the *Tribune* to call them the "worst in the nation."

The dropout problem, of course, is not peculiar to Chicago. Other major cities-New York, Los Angeles, Miami and Houston-have dropout rates that are only somewhat less serious, ranging from 30 percent in Miami to 40 percent in Houston.

Many inner city schools not only don't educate but indeed contribute to a spreading social meltdown in America.

## What's At Stake!

What's at stake in all this, says Owen Butler, is "the future peace and prosperity and democracy of our society. Nothing less than that. Because we have on the streets of America today over three million angry, disillusioned, bitter young people between the ages of 17 and 25, totally unequipped to participate in the fruits of our society.

Unfortunately, we're adding to this dropout army at the rate of one million children per year. This comes at a high financial price. One year's crop of dropouts costs America an estimated \$240 billion in lost earnings and taxes over their lifetime. The social cost may be even higher, especially as it contributes to a gradual cultural decline affecting all sectors of society.

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William Bennett, former Secretary of Education, measured this decline in a 1993 study. His widely published results were sobering.

Despite a five-fold increase in social spending by all levels of government from 1960 to 1990, Bennett found that during that period:

- violent crime had increased 560 percent in the U.S.;
- there had been a 419 percent increase in illegitimate births; quadrupling in divorce rates;
- a tripling of the percentage of children living in single-parent homes;
- more than a 200 percent increase in teenage suicides;
- and a drop of almost 80 points in SAT scores.

If we think we can simply spend our way back from this decline-forget it. Since 1965 the U.S. has spent \$5.3 *trillion* dollars on welfare at every level of government-more than it spent in 1990 constant dollars on World War II, Korea and Vietnam.

The magnitude of this spending failure is staggering: the worst teenage illegitimacy among all industrial nations, intractable, multigenerational poverty, and inner cities that look more like Beirut than Boston.



Instead of buying a great society, we've got what amounts to a national crisis on our hands. And given its moral and cultural dimensions, it's naive to think that simply generating more economic growth and more jobs will solve it.

Last January, prompted by renewed teenage violence in the Boston area, The Boston *Globe* asked two local youth workers, both heavily engaged in preventing teenage violence, what to do. Interestingly, neither said it was a problem of money.

Emmett Folgert, program director at the Dorchester (Mass.) Youth Collaborative, said the first thing we must do is "put a halt to this crazy national experiment we've been allowing: forcing teenagers to raise themselves.

"We've been missing in action as a society," says Folgert. "We've failed to realize that the simple interest of an adult can turn a young life around. There's something special about a volunteer—each person makes a difference being out there," he says.

Tracy Litthcut, head of the Boston Community Centers Street Workers program, states in The *Boston Globe*:

"In a national crisis, this is everyone's job. We don't mind whites mentoring blacks or blacks mentoring whites. But we need that presence..."

## Getting Involved at Walgreens

Walgreen's presence in the challenge of inner city education began in the late 1980s. By then the dreadful dropout rate and overall poor performance of the Chicago public schools were headline news.

As long-time Chicagoans, it was especially disheartening to learn that the dropout rate of our Chicago public schools was the worst in the nation. These dropouts might someday be our future employees, customers and community members. Given the seriousness of the social pathologies afflicting them, they probably would not.

So we challenged ourselves: let's get involved, but let's not just throw money at the problem. And let's not create a program for its public relations value. Whatever we do, it *really must benefit-and motivate-inner city kids!* It's got to make a difference for them: that's our bottom line.

But where to start? We knew we had to reach these kids early. Inner city children are so distracted by their environment—the drug dealers, the gangs, the gun shots, the lack of parental control that their interest in schooling is often gone by the third or fourth grade.

By the sixth grade, nearly three-fourths of Chicago students fall below the Illinois state median for reading and math. The needs of this age group seemed obvious.

These children needed meaningful intervention to provide them a stronger sense of purpose about school and about life. They needed adult direction, encouragement and friendship. They needed role models. But what should—and could—a drugstore chain do about it?

## Any Volunteers?

We liked the idea of mentoring and the impact that "person-to-person" help can have on children. A young public grade school principal from a lower-income Chicago suburb confirmed the value of this approach.

She had enlisted nearby military personnel to tutor about 40 of her slower kids before school started, and needed breakfast money for the program.

Walgreens decided to fund her program. When she came by a year later to renew, we naturally asked:

"how're those kids doing?" "Great," she responded. "I was going to hold all of them back a grade. Because of the tutoring, I'm advancing every one of them."

We also talked to some experts, including Dr. Herb Walberg, a nationally recognized professor of education at the University of Illinois Chicago. Walberg turned out to be a big fan of tutoring and mentoring. His view was that when you pair a child with a truly caring adult, you'll virtually *always* help that child.

## Midtown Educational Foundation

So we began to focus on the possibility of a volunteer tutoring approach. We soon learned that the Midtown Educational Foundation in Chicago had a small tutoring program already under way, and was interested in expanding.

The Midtown Educational Foundation (MEF) is one of Chicago's most dynamic social service institutions. It has made supplementary education programs available to many thousands of inner city Chicago youngsters over the past 30 years.

MEF's track record speaks for itself:

- Ninety-five percent of MEF's students--all inner city minorities--graduate from high school, and 65 percent go on to college.
- Approximately 40 percent of MEF students major in engineering or one of the scientific fields, which is atypical of minority students pursuing college or university studies.
- About 60 percent of MEF's students have attended college preparatory high schools, many on full or partial scholarships.
- Almost unanimously (95 percent), MEF students--past and present credit the organization's staff with helping them enter an academically challenging high school or college.

The Midtown Educational Foundation traces its origins back to 1965. That year a group of Chicago executives rallied around an obvious yet neglected notion: Chicago's inner city was teeming with able children.

Unfortunately, these youngsters lacked the challenge, the guidance and the extra push needed to strive for success. With this in mind, these businessmen formed Summit Center for boys.

The first Midtown Center started in a former settlement house on Chicago's near west side that now serves as headquarters for MEF. Two years ago Midtown moved to larger facilities in the Bucktown area on Chicago's near north side.

Its sister center, Metro Achievement Center for girls, opened in 1985 in Summit's area of the city, and will soon expand to larger quarters.

Midtown and Metro both rely on enthusiastic young staffs and a growing corps of over 300 wellqualified college age and young professional volunteers whom they recruit and train.

These volunteers come from an impressive list of Chicago area businesses and institutions, including Ameritech, Amoco, Andersen Consulting, Deloitte Touche, Motorola, LaSalle National Bank, First Chicago, CNA Insurance, Eastman Kodak, Procter & Gamble, Northwestern University, the University of Illinois-Chicago and of course, Walgreens.

It's unfortunately true that a child in the inner city may never meet a successful adult outside of school. These volunteers bridge this gap through their classroom work with the children, and also by providing extracurricular trips to a wide range of Chicago-area activities.

These generous young men and women--totaling 232 tutoring volunteers this year--have been critical to MEF's highly personal style of working with kids, and to its long-term success.

Since we wanted to provide much-needed *individual* attention for as many children as possible, this high level of volunteerism also helped Walgreens decide to fund a tutoring program at MEF.

## One-on-One: Its Beginnings

Walgreens began funding such a program for fifty 4th to 6th grade inner-city boys, predominantly Hispanic and African-American-at the Summit Center for boys in 1989. The funding was later extended to young girls at the Metro Achievement Center. We called our program simply, *One-on-One*.

The overriding objective for One-on-One is to help the student really see--often for the first time--the vital correlation of academic achievement to a successful life.

The Centers' approaches are similar, with tutoring sessions long enough to accomplish something worthwhile, yet short enough for students to enjoy and still leave with a good taste and a desire to return.

One-on-One sessions typically last two hours. The first hour is devoted to tutoring and counseling by the adult mentor. The student's second hour is taken up with a 15 minute character-building class, followed by 45 minutes of sports.

The advantage of having a young and enthusiastic professional person as a mentor here is obvious. The tutor's primary task is to encourage the child and to emphasize the importance of study, with the child's homework as the focal point.

This has the effect of developing positive attitudes toward study and learning at an early age, and also of improving grades. In a 1993 study at Metro, most of the girls raised their performance in reading and English by one or two grades after only six months of tutoring.

Specific tutoring goals obviously depend upon individual needs. What's *always* emphasized, however, is the need to establish better study habits, to improve in math and English proficiency, and last but certainly not least, to increase their initiative.

## A Larger Mandate

Central to the appeal and success of One-on-One is its personal style, which goes beyond strict academics. Tutors are encouraged to really get to know and befriend their student and share something of their own lives with that child.

One-on-One thus provides a unique opportunity for inner city kids to see the opportunities-and the challenges-of the bigger world through the eyes of a caring, successful adult friend.

Underlying everything in One-on-One is the challenge to unlock that inner desire to excel-to *be somebody*-that's within the heart of every child and that often only needs a little nourishing to flourish.

Attendance records were the first indication that One-on-One was working. Though strictly optional, both kids and tutors were showing up in impressive numbers. Despite sessions held only on evenings and Saturdays, attendance for the youngsters has been nearly 90 percent since One-on-One's inception-perhaps better than school attendance-and 80 percent for their busy tutors.

Midtown and Metro tell us tutor attendance is high because One-on-One provides these active young professionals or graduate students a wholesome, structured environment and a meaningful, friendly relationship with a youngster they can really help.

As for the students, their high attendance tells us they're enjoying and benefiting from-One-on-One, and that their parents are in complete support.

## Dr. Costello's Evaluation

The attendance pleased us, of course, as did the many positive anecdotes we were hearing. After one year of operation, however we decided we should also get an expert's opinion of One-on-One.

A professional in child development Dr. Joan Costello from the Chap inHall Center for Children at the University of Chicago-was hired to do an assessment for us.

Dr. Costello, who is also a practicing psychologist, completed her 46-page study in 1992. Here are a few of her observations about One-on-One.

"The One-on-One program at Midtown exudes vitality. It's a strong mentoring program that fosters academic and character development through relationships, one by one.

"Vigorous athletic activity and intensely respectful and enjoyable human relations among adults, among children, and between adults and children, all give one a hopeful sense of what can be done when a capable organization helps one adult and one child to become friends and grow stronger together.

"Walgreens is to be commended for piloting a unique mentoring program...and for giving Summit Center the freedom to develop the program."

One of the valuable "side benefits" of One-on-One, according to Costello, is the intense exposure it gives young professionals to the problems of inner city children. She says it will make them much more sensitive to these needs-and more likely to do something about them--as they advance in their respective professions.

## Taking Notice

The success of One-on-One has begun to attract even international attention. In September 1993, One-on-One was honored as one of only 44 programs (out of 2,000 worldwide) to be part of YouthNet, an international exchange of effective programs established by the International Youth Foundation.

In January 1994, an article on One-on-One in the *London Financial Times* noted that while there are a host of tutoring programs in Chicago, the One-on-One program is distinctive because it reinforces "the whole child."

One-on-One's success in Chicago has prompted us to expand the concept to other Walgreen markets, specifically Boston, which was our first non-Chicago market for tutoring, and most recently Summit in Milwaukee, which already has 60 youngsters in its program. We hope to expand One-on-One to even more Walgreen markets as resources allow.

Overall, we at Walgreens feel One-on-One accomplishes two important goals. First, it helps us take back the neighborhoods of our inner cities in an effective and meaningful way. In the process it gives our own employees-and those of many other companies-the chance to really make a difference in their cities.

More importantly, we feel One-on-One corresponds in a unique way to a vital necessity of children, *wherever* they live.

Namely that each child has a 'spiritual essence'- an essence that must be nurtured for that child to succeed in life. Perhaps Dr. Martin Luther King, Jr. said it best: "Whom you would change you must love first, and they must know that you love them."

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## About the Author

Tom Mammoser is director of corporate communications at Walgreens, the nation's largest drugstore chain.

His department has won numerous national, regional and local awards over the years for employee communication, annual reports and speech writing. The Walgreen 1982, 1987 and 1988 annual reports won the International Association of Business Communicators ('ABC) Gold Quill Award of Excellence best in nation).

A graduate of the University of Notre Dame, Tom is a member of the Executive's Club of Chicago, the National Investor Relations Institute, and the International Association of Business Communicators. He serves on the Advisory Board of the Center for Retailing Studies at Texas A&M University and is also a member of the board of directors of the Midtown Educational Association in Chicago.

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The Center, founded in 1983, has become one of the premier institutions in the nation for retailing education Housed in the College of Business Administration and Graduate School of Business at Texas A&M University the Center was created to bridge the gap between the retailing community and academia. Its mission is to prepare college students for retailing careers as well as to serve the needs of the retailing community. Readers interested in obtaining back issues of the Retailing Issues letter should contact the Center for Retailing Studies, Department of Marketing, Texas A&M University College Station, Texas 77843-1112, (409) 845-325.

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## Christmas in June

By

Ralph Inforzato  
Tutor

Summit Center: One-on-One Program  
Every Saturday

Some friends of mine encouraged me to call the Midtown Center. They had grown tired of my bitter remarks about the ongoing plight of the Chicago city school system and suggested that my energy may be better focused in a tutoring program. That was six years ago.

My initial tutoring experience was a bit frustrating as my student continued to struggle through the first semester with poor grades. I was discouraged that I was failing him, his parents, and Midtown. It became quite clear that tutoring became frustrating because it demanded so much effort. To be effective required persistence and dedication, I therefore decided on a simple goal: to never miss a tutoring session. At the very least, I believed that I would develop a meaningful friendship with my student, his family, and the staff of Midtown. Slowly and gently we worked together, week after week, during the holidays, month after month --- for two years. *Tutoring is a rigorous personal challenge.*

During the tutoring sessions I decided to let my student do most of the talking. I requested that he speak clearly to me about how he was attempting to solve the latest math problems concerning subtracting fractions or how he would construct a book report about the pyramids of Egypt. I listened carefully and would then respond to his concerns. *Tutoring is listening for detail.*

Listening to him solve his homework was important in building his self confidence. For example, at first, he could only describe what was being taught in his social studies class. We made tremendous progress when he linked his capacity for description with a new skill ---- the ability to analyze. Understanding not only when but why the Egyptians built the pyramids made social studies much more interesting and his grade improved.

My student also realized he had a voice and started to use it to convey his thoughts to me at Midtown as well as in school. His academic improvement came in our mid - second year when he developed a sense of self -confidence. I no longer had to telephone him on a weekly basis --- he called me. Homework and test scores went from C grades to B's and quickly reached the A level --- self confidence does that for young students.

In early June, during the last week of school, he was honored as the most improved student of the year. I keep a copy of his certificate in my family album. Seeing the happiness and tears in the eyes of his mother and father reflected my own joy. Though it was a warm, sunny day, it felt like Christmas. I soon made the realization that I had helped to make a real difference in this young man's life.

And he made a difference in my life. I was no longer bitter about the City school system because I was too busy applying my best efforts to tutoring. More importantly, I learned how to be patient and caring with young students and their precious mothers and fathers. The One-on-One Program has given me a deep sense of personal enrichment. *Tutoring develops commitment.*

***Summit Educational Association, Inc.***

***Strategic Plan***

*Revised June 2019*

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## **MISSION STATEMENT**

Through its supplementary educational programs Summit empowers inner-city students and girls of average abilities to develop into upright, college-educated men who serve family and community.

## **VALUES**

1. Summit places a great value on the dignity and worth of each individual person. Everyone, even the most disadvantaged in society, has the right and obligation to achieve his/her human and spiritual potential to the full. Thus, each is better able to serve others, in the family, workplace, and community. Summit derives its inspiration from the social teachings of the Catholic Church and the Prelature of Opus Dei.
2. Summit provides a service to help resolve the plight of inner-city communities. We believe that the problems of the inner city must be solved from within. In order to raise these communities, leaders from within the inner-city communities must act as exemplary role models for the rest. There are many average students who have the talent to get a college education but are overlooked and do not have a strong enough support structure to first gain entrance and then achieve success in good colleges. If only the very gifted are given attention, there will not be enough people in leadership positions. Summit therefore focuses its efforts on those young (grade school and high school age), average students who have the potential to go to a four-year college. Summit motivates and trains these students in order to attain the necessary skills to make a significant impact in their communities.
3. It is not only good that those who are more fortunate help those who are less fortunate develop their potential, but it is also their duty as responsible human beings.
4. Education in freedom and responsibility and character formation through personal attention and example of the staff will build the foundation of virtues, which will increase the probability of success and enhance the vision of each individual so that he comes to be of service to society especially through his work.
5. Academic excellence is seen as a means to reach one's full potential and to develop skills. Therefore, a great emphasis is placed on its achievement.
6. Summit invests great effort in one on one mentoring of each student by staff and trained volunteers. We believe that this person-to-person encouragement, interest and advice are essential to individual development.
7. In so far as the growth of children depends foremost on the family, Summit assists parents in their task as the principal educators of their children, and Summit emphasizes that the father's role is as crucial as the mother's role.
8. Families must contribute in some manner to the support of the programs regardless of their economic situation. In this way they value the formation, which their children are receiving. This, in turn, will help them devote more attention to the success of their children.
9. Staff shall place a great emphasis on being competent, virtuous role models. They must be willing to put a high degree of commitment and effort into fulfilling our mission, and work as a part of a team while realizing they are part of a family.

## **OBJECTIVES**

1. Assist average grade school and high school students' academic progress by supplying motivation, extra attention, and quality instruction so that they will be able to gain entrance and compete in four-year colleges.
2. Develop the character of each student by communicating and inculcating the basic virtues pertaining to a positive vision of the individual, family, work, and social responsibilities.
3. Recruit and retain average or above average students in programs from the fourth grade through high school.
4. Involve and motivate parents so that they are more qualified and interested in the upbringing of their children.
5. Make available our model for running programs so that other institutions can benefit from our experience.
6. Develop a Summit alumni association. One of its tasks will be mentoring students entering college from the Summit program. They will stay in contact with them and provide encouragement and support.
7. Develop a Summit Junior Board in order to network and get the word out with regard to volunteer opportunities.



## STRATEGY TO ACHIEVE OBJECTIVES

1. Summit will be able to accomplish its objectives using relatively small, high quality centers. Our family atmosphere is one of the keys to the success of the programs. It is good that the directors of each program get to know all the students. Growing too large will diminish our focus on personal attention and will increase the probability of students "getting lost in the shuffle".
2. Focus on helping the parents to take charge of the family. Give personal attention to parents as well as the students.
3. Assist average students in gaining entrance into colleges by the following academic programs:
  - **1 o 1:** (grades 4-7) The One-On-One Tutoring Program helps students improve and excel in their academic and character development. Academic tutoring focusses primarily on the student's curriculum at school, and Math and Reading during the summer. The Character Development portion of the program focusses on helping students develop virtues based on the Natural Law. The program also encourages students to continue on to the College Bound Program.
  - **CB:** (grades 8-12) The Summit College Bound Program provides academic support to help students gain entrance into college-prep high schools and develop necessary academic and personal virtues to help them gain entrance and prepare for college.
4. Help all parents and students to realize from the beginning of their involvement with the programs that the Summit Center advances students from program to program in much the same way that students progress in school, and not just for the short term of one year or one program.

### 5. ACCEPTANCE CRITERIA:

The following acceptance criteria are crucial to the success of the programs. Summit will focus on average and above average students. By focusing on this group, we will be using our resources most productively. If we make exceptions to these criteria, we will spend more time on redemption and discipline and less on helping those who want to excel.

- General: At least one parent (preferably two) or guardian are interviewed to clarify the reasons for the program and make certain they will be involved in parent seminars and instill ideals taught at Summit.
- **1 o 1: Students** without significant learning disabilities and who want to improve. Parents must intend to enroll their child in subsequent Summit programs.
- **CB: College Bound Students** must have average grades or above and must score better than 30% of national average in test scores. Good behavior on report card is a definite requirement. Students must display a serious desire to do well in school.

### 6. CHARACTER DEVELOPMENT STRATEGY:

The Character Development Strategy for the students at Summit will consist of classes and talks on ethics and virtues rooted in the Judeo-Christian tradition and the natural law. In addition, each student in the program will have an advisor who will meet with the student at least once-a-week for a brief time (approx. 10 minutes) to help the student focus on concrete ways to improve, and work with the parents to help the student. The tutor in the One-On-One Program fulfills this advising role.

## **7. RECRUITMENT STRATEGY FOR STUDENTS:**

1. Word of Mouth: All parents will be asked by the program directors to share the good fortune they have received by relating it to their friends.
2. Networking with School Principals and Teachers: The long term strategy to recruit our focus market students will be by developing continuing relationships with principals and teachers so that they understand the value of our programs while at the same time realize that we are in no way in competition for these students. As a supplementary educational institution, we complement the school's formation; by improving the students' performance. Therefore we are, in essence, helping the mission of each school. By developing these relationships, a steady stream of intended market students will be supplied to the program.
3. School visits will always be a mainstay of the program because of the great demand of large numbers of students to take advantage of their free time during the summer.
4. The best way to recruit students will be to retain the students from program to program. As we already discussed, a pre-condition for acceptance into the program will be that the parents seriously intend to enroll their child in the full cycle of programs.
5. Summit will establish an alumni network to take charge of and facilitate the mentoring of Summit graduates in college. If location does not permit getting together in person, the mentor will be in contact with the student on a monthly basis, or more if necessary.

## **8. RECRUITMENT STRATEGY FOR STAFF AND VOLUNTEERS:**

Summit relies to a great degree on its Staff and volunteer staff. Recruitment is done in the following ways:

1. Recruit and hire outstanding staff capable of being good role models who live their personal lives in accord with human virtues and those consistent with natural law.
2. The majority of volunteers learn of Summit's programs by word of mouth. All volunteers will be asked by the program directors to encourage their friends and acquaintances to help inner-city students through the programs at Summit.
3. Volunteers and friends of Summit are also encouraged to help recruit other individuals in their respective organizations by letting the program directors know about various means available to them. This could include presentations, volunteer fairs, newsletters, e-mail, etc.
4. Serious high school and university students who are committed to coming each week are very valuable volunteers can be recruited by connecting with volunteer fairs and service learning organizations on campuses.

## 9. OTHER

1. In the same way that the material environment at home is important to the upbringing of the child, Summit will place a great deal of importance to maintaining a bright and cheerful environment at the center. This means that emphasis will be placed on cleanliness and good taste and in the appearance and upkeep of the center.
2. Provide adequate facilities for the development of the physical, intellectual and moral well being of our students.
3. For Summit to provide continuity to support the program for years to come, and so that we can share our experiences with other institutions, Summit will produce and update manuals about each program in detail. This shall include training criteria for character, academic, sports, recruiting, and material upkeep of the center. Also, Summit will promote cooperation with other groups and entities who wish to produce and run programs.

## 10. FUNDRAISING

1. Summit programs are not completely free to the participants. Families must pay a very nominal fee in order to feel like they are making an investment in the education of their child. However, this fee pays only approximately 5% of the costs required to operate the programs. Fundraising is therefore important to provide required resources for this.
2. Fundraising is broken down into the following categories:
  - a. Individual Contributions
    - i. Year End Annual Campaign
    - ii. Summertime Read-A-Thon Campaign
  - b. Events
    - i. Golf Outing
    - ii. Spring Dinner Gala
    - iii. Other Timely Events
  - c. Grant Writing
    - i. Proposals to Corporations, Corporate Foundations and Foundations
  - d. Public Awareness and Advertising
    - i. To grow the base of friends and contributors

## STRUCTURE TO ACHIEVE STRATEGY

### 1. ACADEMIC CONTENT OF PROGRAMS:

#### - **One-on-One Program:**

One-on-one tutoring with emphasis on strengthening the student's academic weaknesses and setting goals and resolutions. A brief character talk is given to each classroom by its advisor from an outline provided the week before. A sports period is included in each session, which includes semi-organized competitions.

Tutors receive formal orientation. Some of the more experienced tutors meet with new tutors for brief individual advising sessions every other week. In addition, advisors provide training sessions for their tutor group from a prepared outline.

Sessions meet once a week. Each semester coincides with that of the academic school year.

The One-On-One Summer Reading Program consists of the students and tutors reading the same assigned pages from books each week. Students give periodic oral reports in front of the class.

#### - **Summer Olympics:**

Our summer program meets 5 hours per day, 5 days per week for 7 weeks, and includes 1/2 day of academics and 1/2 day of sports for entering 4<sup>th</sup> -8<sup>th</sup> graders. Academics consist of Math, English and Character Development for all grades. Junior Counselors (Summit College Bound Program students) assist Counselors (university students) in teaching and coaching.

- **College Bound:** The CB program provides several different programs in the Fall and the Spring including an ACT-SAT Prep course for students in high school. Being a Junior Counselor as a high school student is the focus of the College Bound Program. College trips and individual advising are also a key component of this program.

### 2. CHARACTER DEVELOPMENT CONTENT OF PROGRAMS

- **1 o 1:** The character formation given in the 1o1 program will be based on simple human virtues. Talks given are prepared by the advisors of each classroom or one of the tutors he has designated. Outlines of the talk are provided, and talks should be lively, concrete, and brief. Tutors are in attendance during the talk to encourage students to participate and understand the virtue discussed and afterward discuss the topic the student. Tutors are also encouraged to set goals with their students in other areas besides academics using the "ALL-STAR" sheet. The advisor must see to it that tutors are doing these tasks by meeting with them periodically in one on one advising sessions.

- **College Bound Program:** In the summer program, character formation consists of participation in a character class each day with the young students, and brief follow-up conversations with the Counselor of the team. During the school year, character formation consists of weekly talks on a specific virtue along with individual advising.

### **3. PARENT DEVELOPMENT PORTION OF PROGRAM**

1. Parent conferences are scheduled several times each semester for each program. These provide an opportunity for tutors and advisors to meet with parents, and for the parents to attend a seminar on some aspect of upbringing and education of children. Parents are encouraged to actively participate in these seminars so that other parents can learn from their experience. The parent coordinator will develop topics and find appropriate speakers.
2. There will be more intensive seminars for parents willing and interested in becoming more involved. In addition, these parents will be asked to help other parents by encouraging them to attend parent conferences and leading discussions.
3. Tutors and advisors are encouraged to call and remain in contact with parents about progress being made by their child.

### **4. FUNDRAISING**

#### **A. Individual Contributions**

- i. Year End Individual Campaign
  1. Solicitors appointed
  2. Request letter and newsletter update sent out to friends of solicitors
  3. Solicitors follow-up with a phone call or meeting
- ii. Read-A-Thon Campaign
  1. Kids encouraged read a lot of books in the Summer Program for incentives, i.e., Six Flags and Scholarship money
  2. Read-A-Thon explanation flyer and request letter sent to everyone in the Year End Individual Campaign
  3. No follow-up is normally done

#### **B. Fundraising Events**

- a. Golf Outing – Normally held in the Fall so it will not conflict with the Gala.
- b. Dinner Gala – Following the lead of Midtown
  - i. Held in the Springtime because of conflict with Golf Outing
  - ii. Invite an honoree who is a corporate leader who brings several vendors who would be willing to buy tables.
  - iii. Another co-honoree or keynote speaker is a high-profile personality who can bring excitement to the event.
  - iv. Students perform skits and a paddle auction is held at the end of the event.
  - v. Other Events – for example, we had two tennis event and a high school basketball ALL-STAR game in the past because of Summit relationships with sports figures.

#### **C. Proposals to Corporations, Corporate Foundations and Foundations**

- a. Board is needed to develop many high-level contacts within corporations and foundations to lay the groundwork and increase the chance of success of proposals.

## **D. Public Relations and Advertising**

- a. Why?
  - i. To create awareness and credibility of Summit
  - ii. To grow the base of individual and corporate donors
  - iii. To attract a great number of volunteers
- b. What?
  - i. Newspaper and magazine articles
  - ii. Television news programs
  - iii. Advertising in periodicals
  - iv. Social Electronic media
    - 1. Summit Website
    - 2. Facebook
    - 3. Twitter
    - 4. Online videos

## **PERFORMANCE**

### **1. Grade Level Equivalency Improvements**

- a. Testing each semester will show students will grow at least 0.5 years in math and reading each semester, i.e., 1.5 years for school year and summer participants.

### **2. Student graduation rates:**

- a. As soon as we are able to find-out, we will observe that 95% of students who participated in two or more years at Summit will have graduated from high school.
- b. 25% of these students will earn a college degree
- c. 90% of the College Bound participants will be accepted into college and at least half will earn a college degree.

### **3. Retention rate statistics shall be kept:**

- a. 60% of the Summer Olympics students will participate in the school year programs.
- b. 40% of 1o1 go on to the College Bound Program
- c. 90% will have good department grades after 2 years of participation in our program.

### **4. Parental involvement:**

- a. 100% interviewed.
- b. At least 50% attend each parenting program session.

### **5. Volunteer involvement:**

- a. Each student in 1o1 will have a tutor.
- b. Each student in the College Bound Program will have an advisor.
- c. Each volunteer will attend all of the training sessions.
- d. Each volunteer will attend one on one advising session.
- e. Each Summit graduate in college will have an alumni mentor.
- f. 80% of volunteers will be retained from the Fall to Spring semesters.
- g. 60% of volunteers will be retained from the Spring to the Fall semesters.

### **6. Family Environment:**

- a. Everyone should sense that this is a family.
- b. To achieve this, every staff member should:
  - i. Know the names of all the volunteers, students and parents
  - ii. Be open to know them well and make personal friends with them

## **CRITICAL ISSUES**

1. Summit must recruit and retain students and tutors more effectively.
2. Summit must strive to better quantify the progress of each student and of each program in order to make appropriate improvements when necessary. We currently keep the grade level equivalency improvements. The next step is to determine the percentage of students who reach their appropriate grade level, and how long it takes to reach that level after coming to Summit. The third step will be to survey students who have gone through the programs to determine the high school graduation rate and post-secondary school entrance and graduation rates.
3. Summit needs to effectively broaden its base of contributors and friends in order to expand the volunteer and contributor base to grow and survive.