

# ***EVERYONE SUCCEEDS***

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# Background



- Children who live in poverty and who are members of ethnic minority groups demonstrate significantly lower levels of achievement.
- These struggling learners in urban schools frequently *do not have access to the additional strategic support and individual attention* they seriously need, therefore miss critical opportunities to advance in their academic achievement.

# Background (cont.)



- Teacher candidates, despite completing numerous field experiences during their training, frequently do not have highly focused, intensive, and clinically rich experiences in which they can study and identify the key factors affecting children's learning, and be accountable for their learning outcomes.

# *Everyone Succeeds*

## □ **General Aim:**

To develop a tutoring program, *Everyone Succeeds*, which is a development intervention that prepares future teachers to work effectively with students by tutoring struggling early elementary readers.

# The Intervention



- Is deemed usable and feasible in elementary schools that enroll diverse low-income children of elementary school age.
- Needs to be tested systematically before being presented as a promising model – and that was the focus of the Seed Grant proposal.

# Two Specific Aims of *Everyone Succeeds*

- To determine the extent to which tutoring interventions administered by teacher candidates impact reading attitudes, self-confidence, and reading skills of struggling elementary learners
- To determine the extent to which intervention experiences of teacher candidates impact their attitudes about and knowledge of teaching and teaching efficacy.

# Theoretical Rationale for the Study



- *Ecological-Transactional Model*
- *Exemplary Teacher Preparation Program and Practices*
- *Tutoring Principles/Components*

# More than Good Intentioned Help: Volunteer Tutoring and Elementary Readers

- Examined whether tutoring implemented by volunteer tutors impacted struggling elementary readers' reading skills, their attitudes toward reading, and their self-confidence.
- The study involved two elementary schools and 30 students who were participating in the tutoring program and who were randomly assigned to reading-only or reading/writing tutoring conditions.
- Findings suggested that students could improve their reading fluencies if they had the support of trained adult tutors, even just once each week for 30 to 40 minutes for a semester.
- Female students improved in their reading fluency measure more so than did male students.
- But such improvement was not notable in other areas, including attitudes toward reading or self-confidence.