

Professional Learning Opportunity: High Impact Tutoring

August 19, 2021

Rename Yourself!

Please take a moment to rename yourself with organization or region at the start of your name

(Organization Name, Name)

Example: (CA Dept of Education, Jen Taylor)

Example: (Orange OCDE R9, Suzanne Hill)



Michael Funk
Director, Expanded Learning Division
California Department of Education



GROUNDING PRACTICE

Connect
Before
Content



JOURNALING



CHECK-IN

Benefits:

- Increased attention
- Increased attendance
- A respite from outside trauma
- Better mental health
- Increased self-awareness and self-regulation
- Increased social emotional development

Additional Benefits Include:

- Safe and supportive environment
- Active and engaged learning
- Skill building
- Youth voice and leadership
- Healthy choices and behaviors
- Diversity, access, and equity



Source: Center for Systems Awareness, Robert Fritz



- **Journaling/Reflection**

- What is moving in you?
- What is your vision for your county/region/state give your current reality? What are the possibilities?



Check-in Process

- **Purpose**

- Invitation to share what is on your mind
- Invitation to be fully present
- Practice deeper listening

- **Guidelines**

- Small Breakout groups (3-4 people)
- Each person takes a turn sharing whatever is on their mind
- While someone is speaking, no one interrupts or responds (you can respond during your turn)
- After everyone has a chance to share, the group can engage in dialogue

Professional Learning Opportunity: High Impact Tutoring

August 19, 2021

Today's Agenda

Part I: Introductions and Context

Part II: The Evidence on Tutoring

Part III: Tools and Strategies

Part IV: Next Steps

Part V: Q & A

Presenters



Kim Dadisman

Senior Policy Research
Manager, J-PAL North
America, MIT



Vincent Quan

Associate Director, J-PAL
North America, MIT



Susanna Loeb

Director, Annenberg Institute
at Brown University

J-PAL North America

Our mission is to **reduce poverty** by ensuring that **policy** is informed by **scientific evidence**



National Student Support Accelerator

Our mission is to accelerate the growth of high-impact tutoring opportunities for K-12 students in need

Facilitating implementation:

- Research-based tools
- Technical Assistance

Catalyzing the field of tutoring:

- Communities of Practice
- Research
- Pilot Sites

Engaging & activating stakeholders



Setting the Context

- Millions of US students are behind grade level
- Falling behind early impacts students into adulthood
- Students of color and students from low-income communities are more likely to fall behind and to attend under-resourced schools lacking student supports
- Covid-19 has exacerbated these issues, pushing students further behind and widening race- and income-based educational gaps.



Today's Agenda

Part I: Introductions and Context

Part II: The Evidence on Tutoring

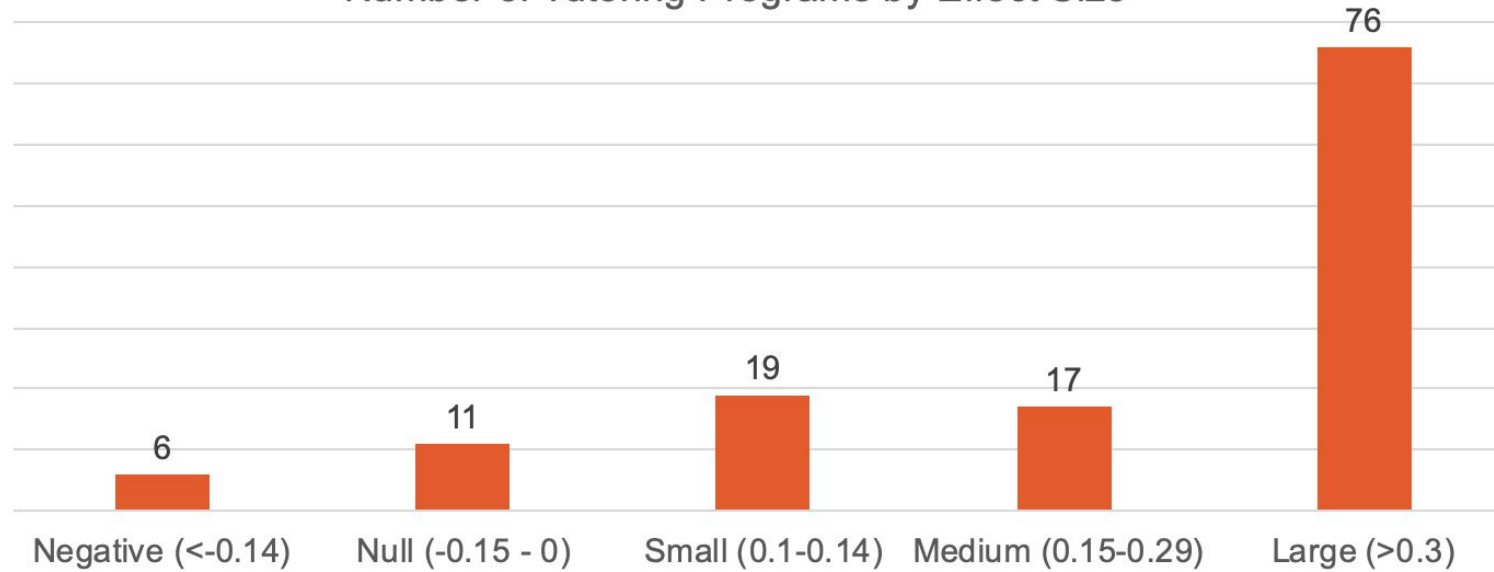
Part III: Tools and Strategies

Part IV: Next Steps

Part V: Questions

Research shows that tutoring programs consistently led to **large improvements in learning outcomes** for students

Number of Tutoring Programs by Effect Size



Tutors

Evidence points to **professional tutors**—tutors that are **trained and paid**—as a highly effective tutor group

Program Delivery

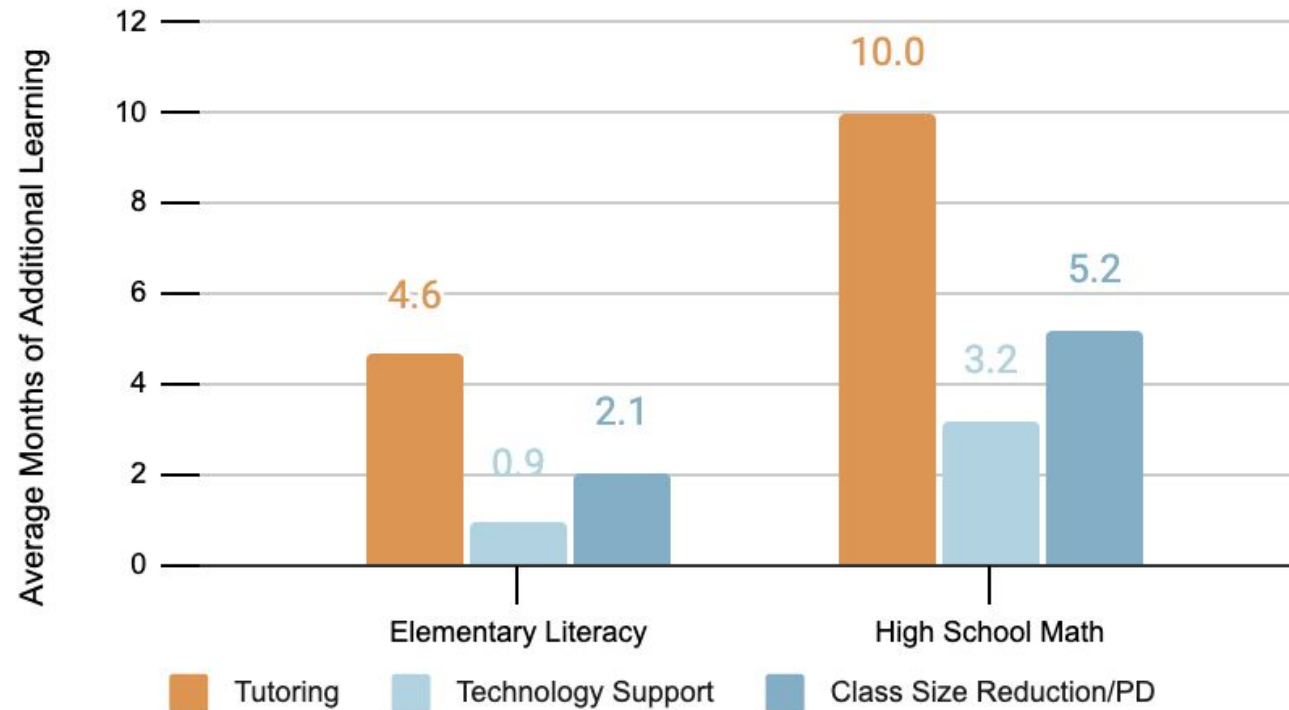
Evidence suggests that tutoring is most effective when it occurs:

- At school during the school day
- **Three times a week** (or more for preschool - first graders)
- In **one-on-one** sessions for younger students, and in **small groups** for students older students

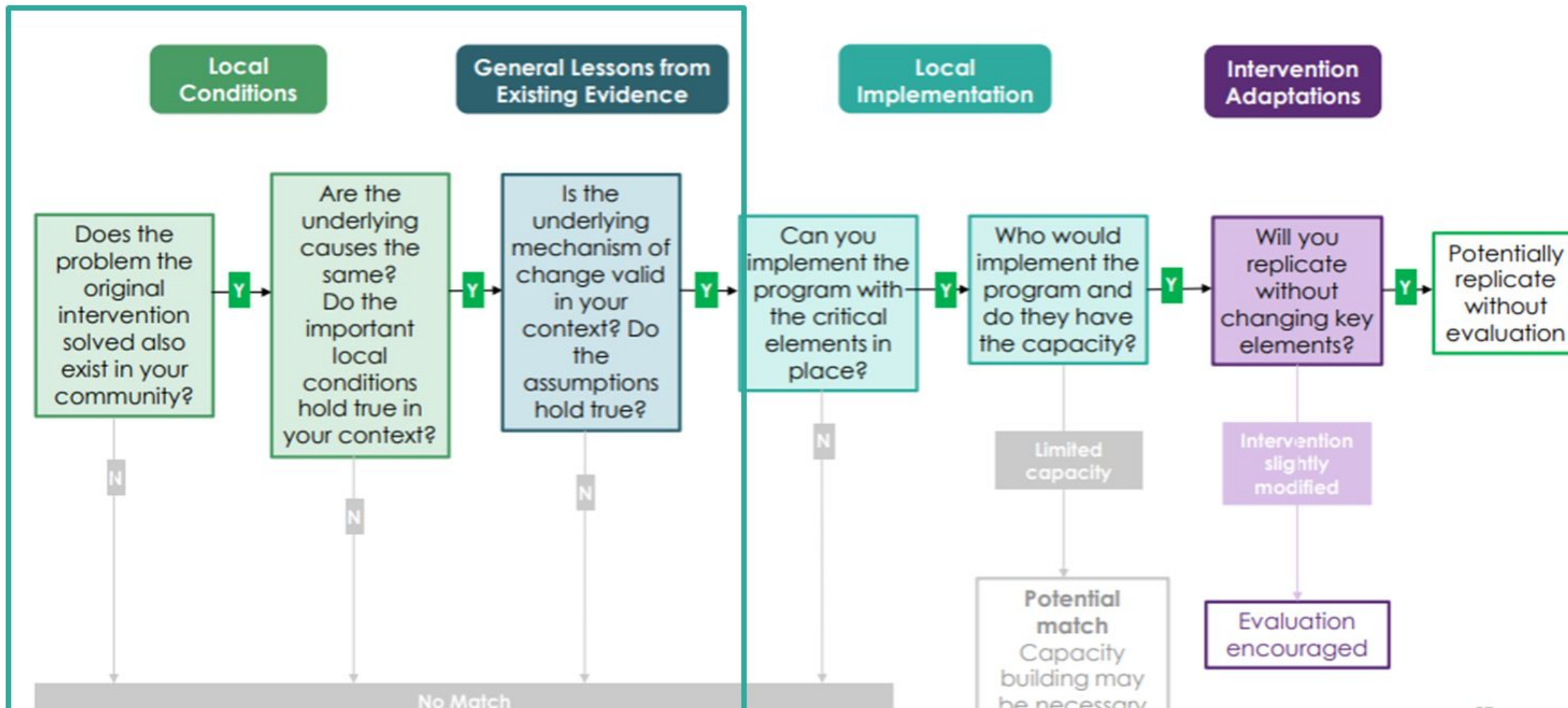
Grades and Subjects

- Reading tutoring is relatively more effective for the youngest students, while math tends to be more effective later in elementary school
- Focusing on key foundational skills—such as third grade literacy and eighth grade algebra—would impact approximately **1 million students** across California

Tutoring is **more effective** than other tested academic interventions



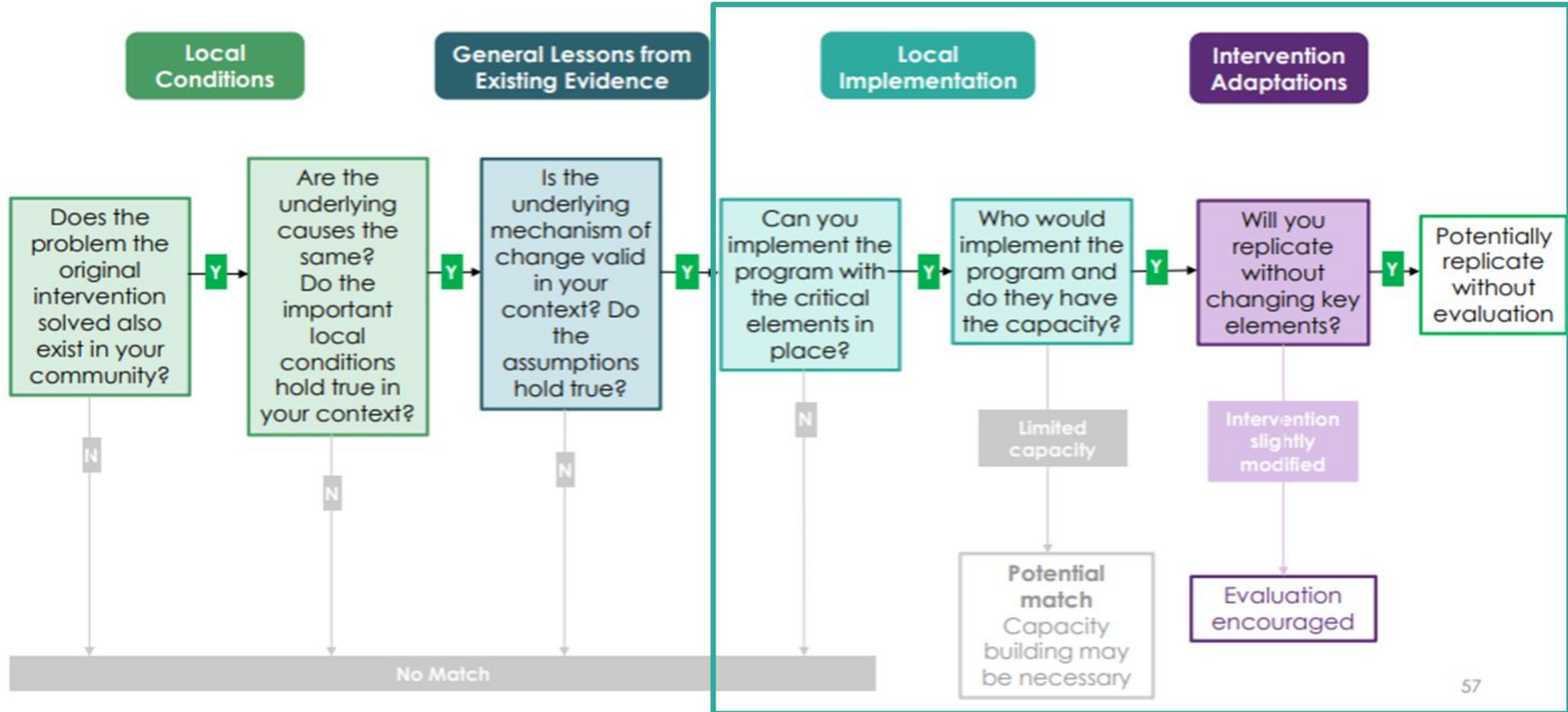
Generalizability Framework



Defining Local Conditions: Using Data

Data can help programs understand which students are most behind, and in what areas, in order to effectively target funds and resources

Generalizability Framework



Questions to Consider: Tutors

- Do programs have the capacity to hire and train tutors?
 - Is there an existing potential pool of tutors?
 - Do funding streams and mechanisms exist to pay potential tutors?
 - Are there resources for the training and monitoring of tutors?

Questions to Consider: Program Delivery

- What needs to be in place for programs to implement tutoring that follow evidence-based guidelines?
 - At least three days per week
 - Monitoring student attendance
- Are there sufficient tutors to meet the demand while keeping appropriate group sizes?
 - 1:1 tutoring for students in 1st and 2nd grades
 - Small group tutoring for older students

Questions to Consider: Grades and Subjects

- How will the program work with feeder schools to share data and determine which students are most in need of tutoring in which subject areas?
- Are there other key foundational skills that need to be supported - like 3rd grade reading or 8th grade algebra? Can state test scores for 3rd and 8th grade students help determine which students are at risk?
- Do programs have the capacity to administer additional assessments to help identify students in need of tutoring support?
- To what extent are tutoring providers aligned with district curriculum?

Using Data and Measuring Progress

Just as data is necessary to define the issue, continual collection and assessment of data can help implementers understand a program's impact and whether or not the program is working as intended.

- Some questions to consider:
 - What outcomes do you care about, and how will you measure them?
 - How will tutoring providers coordinate with districts to measure impact?
 - Who will collect **student progress and achievement**? Will the data be shared?

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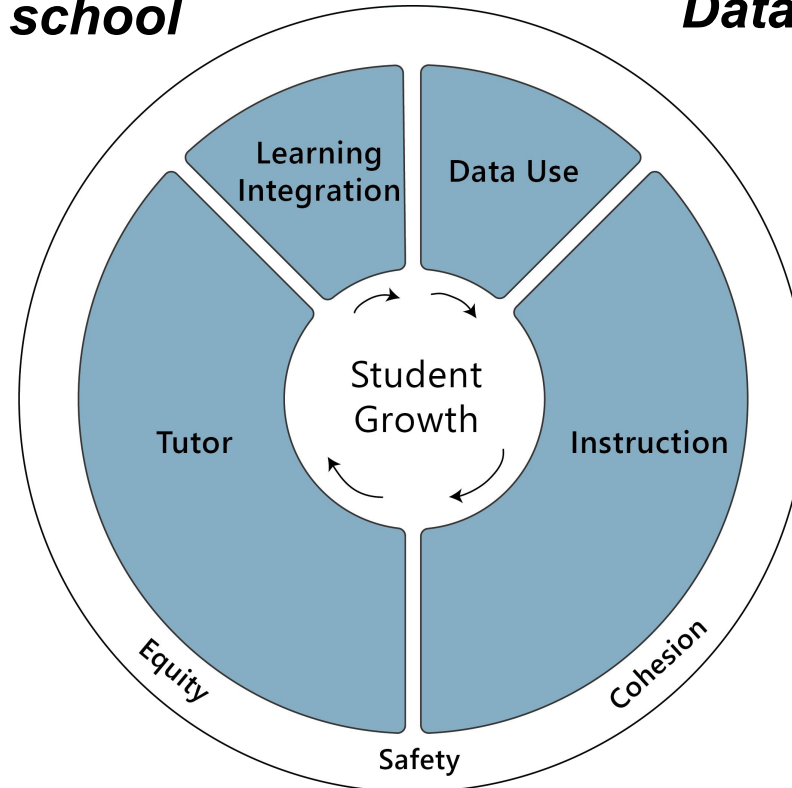
Part V: Q & A

Key Elements of High-Impact Tutoring

Embedded in school

Data drives instruction

Consistent, well supported Tutor



***High-quality materials,
3+ 30-60 min sessions
per week,
up to 3:1 ratio***

Grounded in Equity

Most Common Challenges

- Learning Integration: Scheduling
- Tutor: Recruitment
- Instruction: Tutoring materials

Scheduling: Key Considerations

- Minimum of three sessions per week
- Minimum of 30 minutes for elementary and 50 minutes to an hour for older students
- Supplemental instruction rather than replacing core classes
- Tutor availability
- Space availability
- Supervision availability if required

Scheduling: Example Solutions

- Homeroom time
- Intervention periods
- Electives
- Immediately before or after school
- Extended school day

Tutor Recruitment: Potential Tutor Sources

Many tutor types are effective – certified teachers, paraprofessionals, college students, etc.

Consider cost, availability, and level of expertise required by tutoring model

Potential sources include:

- Retired teachers
- Paraprofessionals that can be reassigned
- College students in a structured college program
- Local non-profits
- Community members
- Virtual tutors - expanding beyond the local community

Tutor Recruitment: Example Solutions

- **Partnering with a local entity**
 - Colleges/Universities - Guilford County Schools and NC A&T
 - Nonprofits - Boys and Girls Club of the Peninsula and UC Berkeley Alumni
- **Sourcing Internally**
 - Reassign internal Staff - Lenoir City TN
 - Reassign existing partnerships - City Year Corps members trained by Saga Education
- **Hiring a Tutoring Provider**
 - Single provider - San Jose USD partnering with Air Tutors
 - Multiple providers - Dallas ISD issuing multi-provider RFP
- **Statewide Efforts**
 - NC Education Corps
 - IL Statewide Tutoring effort

Tutoring Materials: Key Considerations

- Acceleration rather than remediation
- Learning materials and formative assessments
- High quality - aligned with the science of learning
- Complementary to classroom work
 - aligned to state standards
 - aligned with curriculum - if high quality

Tutoring Materials: Example Solutions

- State solutions - e.g., Louisiana
- Building on existing curricula - e.g., Amplify
- Utilizing digital resources - e.g., Zearn

Tools



Toolkit for Tutoring Programs

Home Using the Toolkit Program Design Program Implementation Tool Appendix Download Toolkit

Home / Toolkit For Tutoring Programs

This toolkit is designed to guide practitioners through designing and implementing a new high-impact tutoring program, or improving an existing one.



High-Impact Tutoring: District Playbook

<https://studentsupportaccelerator.org/>

Example Tools

Toolkit for Tutoring Programs

- Tutor Recruitment Strategy
- Aligning Tutoring Curriculum with School Curriculum
- Examples of Data Collection Tools
- Teacher - Tutor Communication

District Playbook

- Are you ready to grow your own High-Impact Tutoring Program?
- How to select a tutoring provider
- How to build stakeholder investment
- How to schedule tutoring into the school day

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Tools Launching Soon

- Legislative Tracker
- Tutoring Quality Improvement System (TQIS)
- Early Literacy Tutoring Toolkit

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Break and Reflection Time

Welcome Back

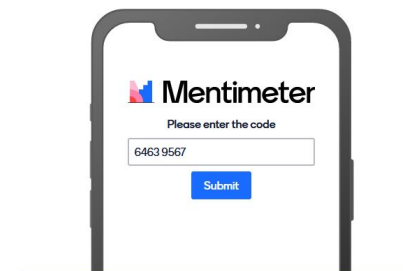
- Thank you J-PAL and Annenberg
- Welcome Invited Guests
- Continue to think about ways to leverage the best practices shared today

Mentimeter Poll

- What are some of the current realities in implementing tutoring programs?
- What are some strengths/existing relationships and practices?
- Now What? What is possible?



Go to
www.menti.com



Enter the code
6463 9567

Poll Results

www.mentimeter.com/s/519aa69607a9eda598c9a512ef7671b6/b7488a4ad1d3

Small Group Activity

Who are the partners we want to bring to the table?

- How can we grow these partnerships?

What is one way we can share these basic tutoring elements with our grantees?

Teams assign a facilitator and scribe



Debrief

Next Steps...Now What?

Fill out post-session survey to....

- Let us know if you want to stay connected to this work
- Provide input and suggestions on how we can work together
- Link to survey in chat and will share in a follow-up email as well

Topics for Upcoming Sessions

- Is your program aligned to the research? (J-PAL, Annenberg)
- How do you choose an evidence-based tutoring curriculum? (Annenberg, NCII)
- Tutoring in rural contexts and online
- Staffing and structuring your tutoring program
- Tutoring for English learners and students with disabilities



Thank you!!