Tutoring to Accelerate Learning

LEA Support Session

May 24, 2021

Welcome and Introductions

- Jennifer Norton, Manager of English Learner Supports, OSSE
- Cat Peretti, Project Leader for CityTutor DC, CityBridge Education
- Rena Johnson, Chief Program Officer, CityBridge Education

  - Jon Rolle, Assistant Principal, Ida B Wells MS, *DCPS*

  - Anna Kaplan, Assistant Principal, Center City-Brightwood, *Charter*

  - Denise Edwards, Principal, The Sojourner Truth School, *Charter*

Objectives

By the end of the session, participants will:

- Gain a deeper understanding of tutoring must-haves and pitfalls

- Gain insights from CityTutor DC's tutoring design sprints

- Be ready to take next steps in designing an effective tutoring program
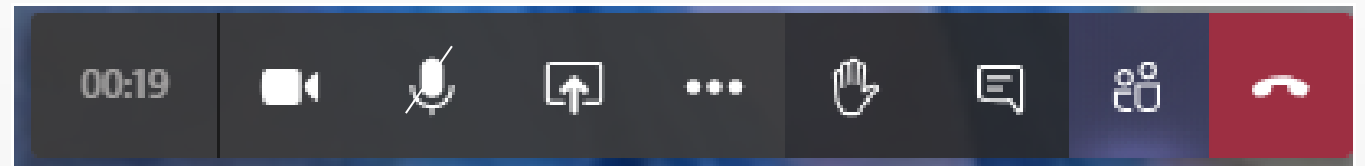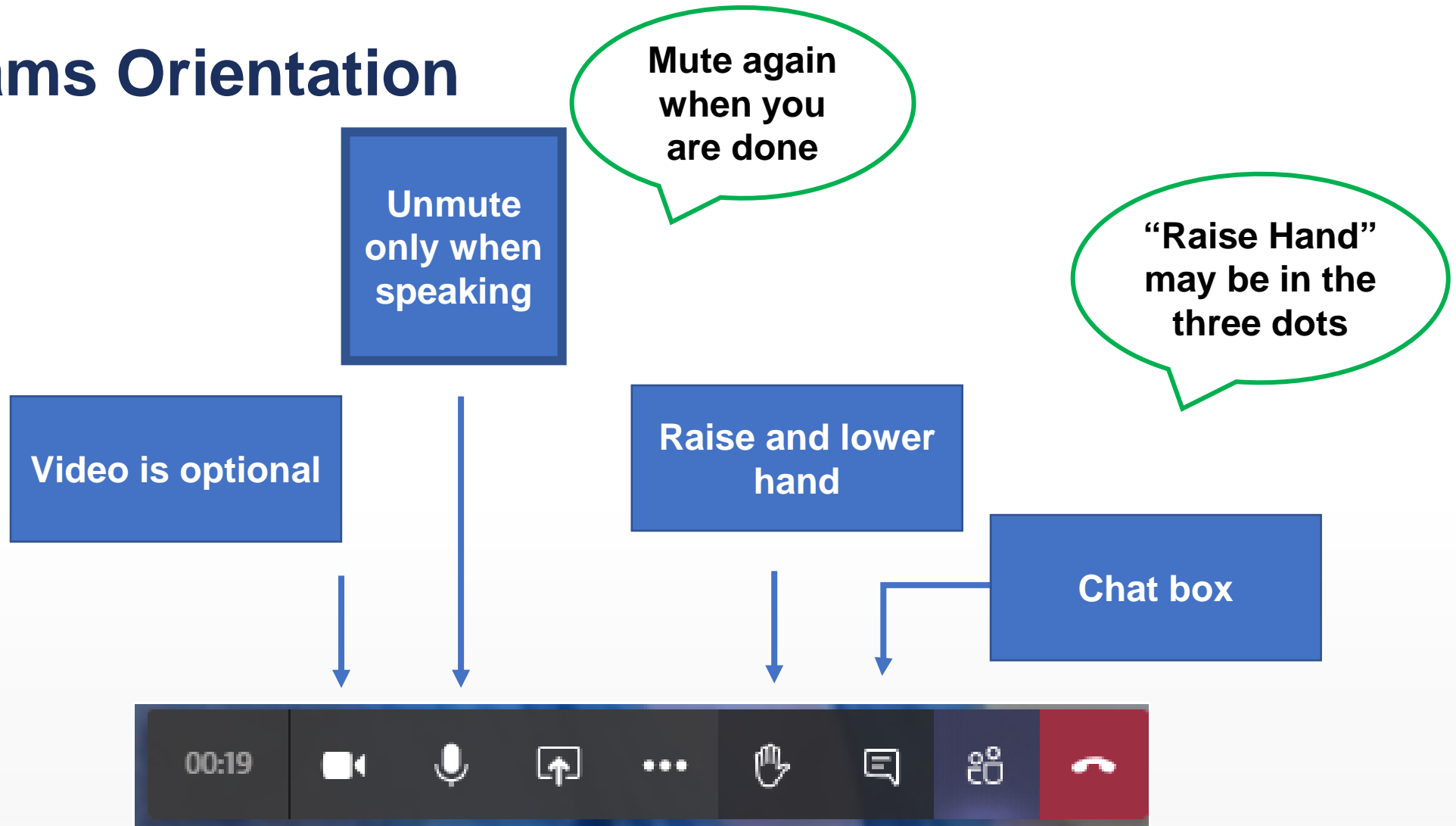
Agreements and Engagement

Agreements

- Strive for equity of voice, monitor airtime

- Share your reflections, bright ideas, and A-ha! moments

- Actively note where you can apply your learning

Virtual Engagement

- Participate in chats, activities and discussions

- Keep mic on mute unless speaking to the group

Warm Up

In the chat box, please share:

What do you hope to get out of today's session?

Outline

- Research
  - Why tutoring as an approach to accelerating learning?
  - Key features of effective tutoring and potential pitfalls to avoid
- Design and implementation
  - CityBridge Design Sprint
  - Lessons learned
- Next Steps

Continuous Education Plan Priorities

Safe Reopening	Student and Staff Well-Being	Accelerated Learning
•Support Across Learning Environments •Including questions on how schools will serve all students 5 days per week in person, as well as students with medical certifications who participate in distance learning	•Whole Child Supports •Educator Wellness •Family Engagement •Attendance and Re-Engagement	•Clear Goals and High Expectations •Strategies for Accelerated Learning •Supporting Special Populations •Effective Use of Funds •Including questions on how LEAs will use their emergency ESSER funding

Research

What is tutoring to accelerate learning?

High-impact tutoring, also known as high-dosage tutoring, and tutoring to accelerate learning, consists of:

- **Intensive** tutoring that occurs one-to-one or in *very* small groups on a sustained, daily basis, during the school day, to help all students accelerate their learning in an individualized manner.

- An intentional use of additional time with a specific focus on building prerequisite knowledge and skills while simultaneously integrating new learning that is part of the grade-level curriculum.

Features of Effective Tutoring

WHAT HIGH-IMPACT TUTORING IS	WHAT IT IS NOT
Any student can benefit	*Remedial*
Intensive and at least three times per week	*Low-dosage or irregular*
Provided by a qualified tutor	*Provided by an unqualified tutor*
Individualized	*Decontextualized*
Responsive	*A replacement*

Cycle of Continuous Improvement

Set or Adjust Goals Based on Data

Teach and Tutor

Assess
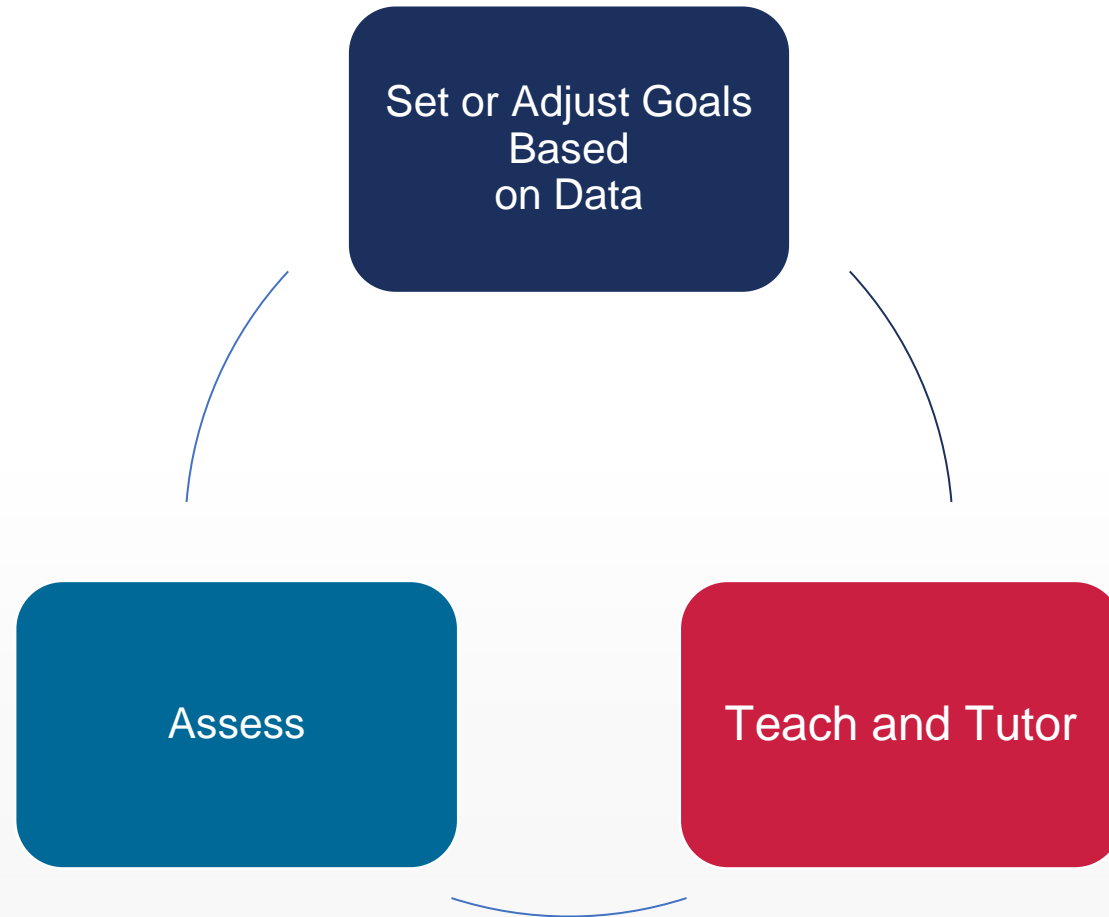
WHAT HIGH-IMPACT TUTORING IS	WHAT IT IS NOT
Any student can benefit	***Remedial***
· Use data to determine students' needs	· For struggling students only · Treated like a punishment
Intensive and at least three times per week	***Low-dosage or irregular***
· Up to 3:1 student-tutor ratio · Occurs at least three times per week or ideally every day · Approximately 30-60 minutes per session · During the school day · Treated like a scheduled class · Sustained over the course of a school year	· Occurs weekly or sporadically · Less than 30 minutes per session · Before or after school · Treated as an optional offering · Higher than a 3:1 student-tutor ratio · For a short period of the school year

WHAT HIGH-IMPACT TUTORING IS	WHAT IT IS NOT
Provided by a qualified tutor	**Provided by an unqualified tutor**
· Meets minimum educational criteria · Has experience with the content · Trained in the tutoring program and role	· Help from a peer · A high-school volunteer · An unvetted, untrained tutor
Individualized	**Decontextualized**
· Driven by diagnostic and formative assessment data · Aligned to the student's current skill levels while also connecting what is currently being taught in the classroom	· Sitting in front of a computer program · Focused only on discrete skills · Filling out worksheets

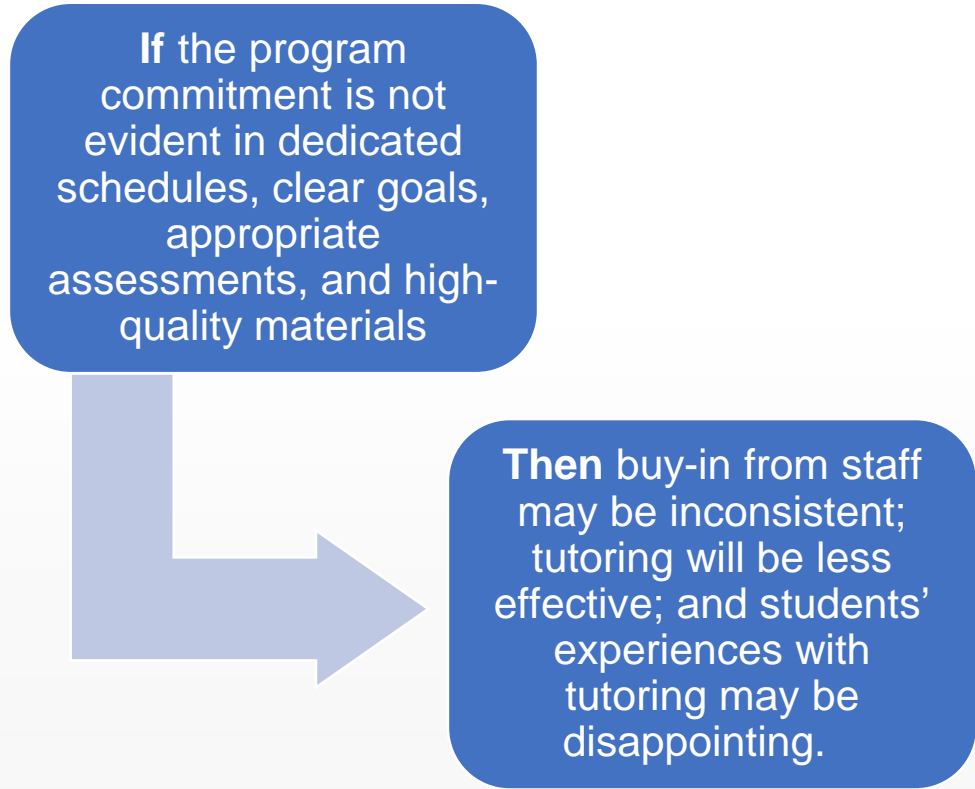| WHAT HIGH-IMPACT TUTORING IS	WHAT IT IS NOT
Responsive	*A replacement*
· A positive mentoring relationship · Assets-oriented to value students' diverse strengths and needs · Committed to high expectations · **In addition to** core content area instruction and students' other required services, such English language instruction or interventions and accommodations outlined in a student's individualized education program (IEP)	· A substitute for other intensive interventions or individualized services a student may need · In place of content area classroom instruction · Cause for a student to miss content area classes

Best Practices in Effective Tutoring Programs

Leadership and Planning

High-quality instructional materials

Intensity and Accessibility

Qualified Staff

Effective Tutoring Practices

Leadership and Planning

Given the intensive amount of time required for high-dosage tutoring to increase outcomes for students, **program goals, measures, schedules, and instructional materials are essential foundations.**

If the program commitment is not evident in dedicated schedules, clear goals, appropriate assessments, and high-quality materials

Then buy-in from staff may be inconsistent; tutoring will be less effective; and students' experiences with tutoring may be disappointing.

Leadership and Planning

PLANNING QUESTIONS
How does the program demonstrate a vision for success and growth mindset toward students (vs. a deficit mindset)?
Based on the school's data, what are the social-emotional goals of the program?
Based on the school's data, what are the academic goals of the program?
What assessments will be used to measure students' progress and the program's success?
How will assessments be used as a system?

High Quality Instructional Materials

PLANNING QUESTIONS
Are core curricular materials of high quality?
Are tutoring materials worthy of students' time and attention, i.e., of quality, rigorous, and at the right complexity for the grade level?
Are tutoring materials supplemental to and coordinated with grade-level skills and/or content area instruction?

Intensity and Accessibility

PLANNING QUESTIONS
Is tutoring accessible to all students?
Is the tutoring available at a high-dosage?
Is the program commitment evident in the program design by creating feasible schedules?

Qualified Staff

PLANNING QUESTIONS
Do all tutors have the minimum qualifications required to tutor in the subject area?
Would the school prefer to hire and manage tutor staff, or outsource to an external tutoring service?
How will tutor performance evaluated?

Effective Tutoring Practices

PLANNING QUESTIONS
Is relationship-building an intentional part of the program?
Are social-emotional supports built into the tutoring program?
Are tutors trained to use tutoring time effectively?

Design and Implementation

OSSE

CITYTUTOR DC & THE DESIGN SPRINT

THE PROBLEM WE'RE TRYING TO SOLVE

We will address 20-21 pandemic impacts on our most impacted students.

If we succeed, through expanded high impact tutoring (HIT) infrastructure and delivery:

Students will show academic growth
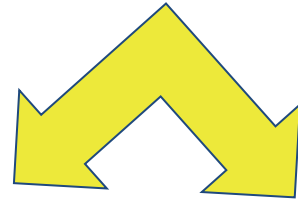
Students' well-being will improve

WHAT IS CITYTUTOR DC?

CityTutor DC ("CTDC") aims to overcome impacts of the pandemic by forming a coalition to expand access to High-Impact Tutoring ("HIT"). CTDC will work through four main strategies that will be accompanied by fundraising, research, and communication campaign efforts throughout:

| Strengthen DC's tutoring force | Build capacity for equitable innovation around HIT in schools | Support HIT and learning out of school | Establish HIT networks of providers and schools |

BUILDING A COALITION

Representative Advisory Group
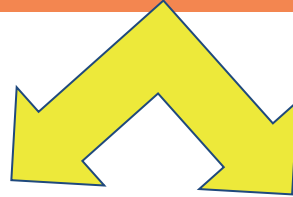
DC Schools
- DC Public Schools
- Public Charter School
- Government agencies for support and coordination

Providers
- Local DC tutoring providers, can include school staff
- National tutoring providers
- Institutes of Higher Education
- Out of School Time providers

Informed by research, informed by families
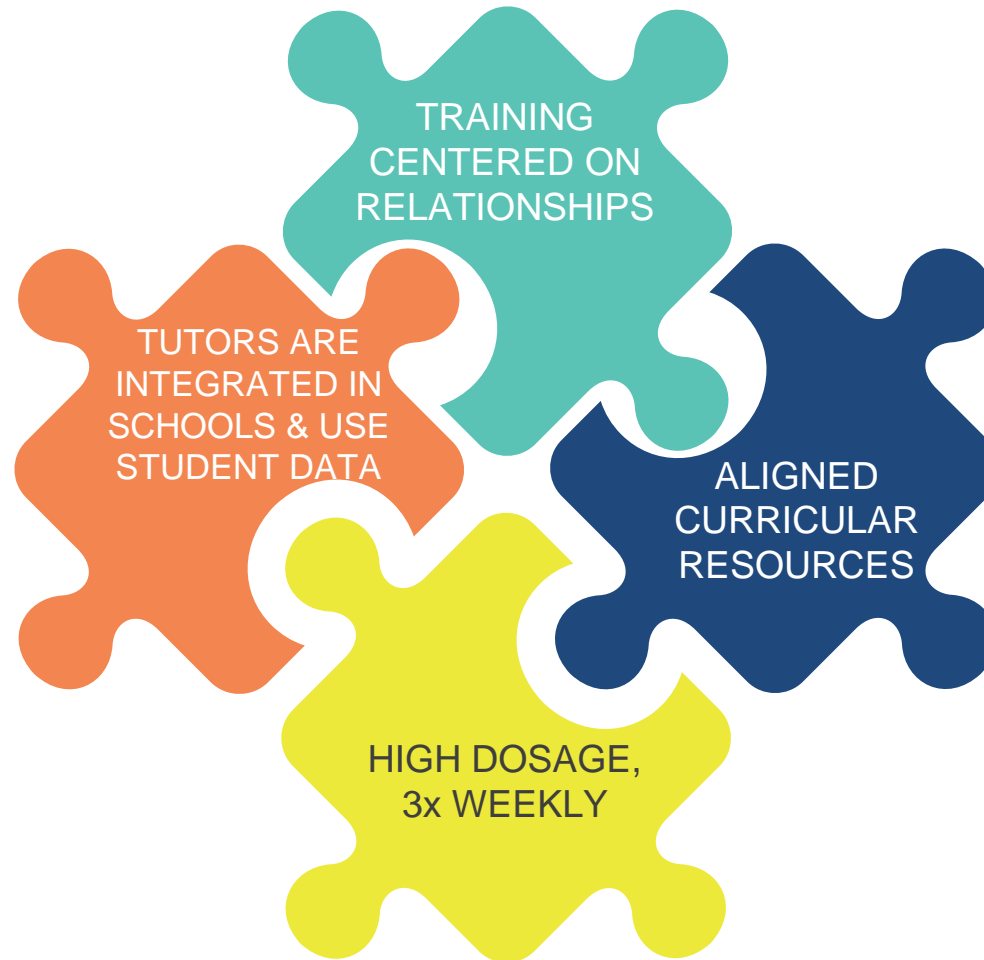
THE DESIGN SPRINT

Planning for the integration of High Impact
Tutoring

GOAL

Using equitable design methods, the Design Sprint supports school -based leaders in reimagining their school day in order to incorporate high   -impact tutoring.

EQUITY DESIGN
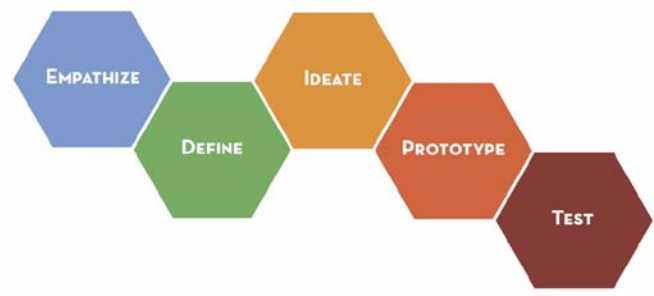
DESIGN DECISIONS

Scaling high-impact tutoring requires a lot of design decisions.

- Topic
- Dosage
- Format
- Ratio
- Location

- Tutors
- School-day/After-school
- Curriculum
- In-person/Virtual
- Training

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CHUNK THE WORK. CHUNK THE GOALS.

Topic.

a. *What grade level or content needs the most support?*

b. *What data do you have about your students at the margins that informs this decision?*

KEY POINT:
By not centering the experiences of those most marginalized we are likely to recreate the inequity we are designing to disrupt.

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CITYTUTOR

CHUNK THE WORK. CHUNK THE GOALS.

Set Goals.

a. *What can I learn from the implementation of tutoring in a constrained set of time?*

b. *Is the goal I've set informed by a robust set of data?*

KEY POINT:
Chunking your launch in this way allows the designer to merge equity and rigor, pushing towards a level of honesty about their assumptions and biases and provides space to engage in learning that can improve process or outcomes.

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CITYTUTORDC

WHO CAN HELP US ACHIEVE THOSE GOALS

Tutors.

    a. *Can a partner help us achieve these goals?*

    b. *What is our existing capacity?*

KEY POINT:
When a school's philosophy on academics aligns with a school's practices, student achievement is possible.

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CITYTUTOR DC

HOW WILL WE ACHIEVE THOSE GOALS?

Format.

a. *What will it take to achieve the goals?*

b. *What "sacred cows" do we we have to give up to achieve the most equitable outcomes?*

KEY POINT:

Your master schedule defines your priorities.

You communicate through your master schedule.

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EARLY IMPLEMENTERS

Jon Rolle , Assistant Principal, Ida B. Wells MS (6th & 7th)

Denise Edwards , Principal, The Sojourner Truth School (6th & 7th)

Anna Kaplan , Assistant Principal, Center City, Brightwood (PK3-8th)

CITYTUTOR**DC**

KEY TAKEAWAYS

1. Academic goals **should not** be at the expense of whole-child outcomes
2. Start **small** when setting goals for *your* learning
3. Identify the patterns of inequity in your structures **then get to the business of disruption**

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YOUR FIRST STEPS

1. Get to know the federal rules for spending and consider putting out a Request for Proposals for tutoring ([Sample](#))
2. Identify a partner to provide tutoring services
3. Build a mutual understanding between partner and LEA
4. Complete this [LEA Needs Assessment](#) for CityTutor DC
5. Join the CityTutor DC [LEA Working Group](#)

CITYTUTOR DC

Tutoring Program Planning Resources

BEST PRACTICE AREA	EXAMPLE TOOLS
Leadership and Planning	· [Tutoring Program Model Dimensions Planning Tool](#) · [Tutoring Cost Calculator](#) · [Sample data collection tools](#)
High-quality instructional materials	· [Sample resource for evaluating curriculum quality](#) · [Sample alignment of tutoring curriculum to school curriculum](#)
Intensity and Accessibility	· [Actions and Practices Reflection Tool](#)
Qualified Staff	· [Sample tutor job descriptions and recruitment strategies](#) · [Tutor training guides](#)
Effective Tutoring Practices	· [Sample tutoring session structure](#) · [Tools for communication with families and teachers](#)

Upcoming LEA Support Session: Prioritizing Content to Accelerate Learning

2 SESSIONS 10:30 a.m. – 12 p.m. June 3 or July 13 [Register here](#)

AUDIENCE: School leaders such as principals, assistant principals, instructional coaches, content team or grade-level leads, reading specialists and STEM coordinators
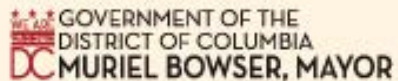
Are you an **instructional leader** responsible for planning intentional strategies to accelerate students' learning this upcoming school year? The Division of Teaching and Learning at the Office of the State Superintendent of Education (OSSE) is excited to provide a 90-minute professional learning opportunity for school leaders to support and prioritize accelerated learning as a result of coronavirus (COVID-19) in their LEA continuous education plans. In this session, instructional leaders will:
• Summarize research-based practices as t relates to prioritizing academic content and accelerating learning.
• Clarify leader actions to support teaching and learning with specific content considerations.
• Develop a course of action, utilizing standard-based resources and data, to support teachers.