



CRSSA

COMMUNITY RESPONSE SYSTEM
OF SOUTH LOS ANGELES

"Seeking the welfare of the city"

Developing a High-Dosage Tutoring Model

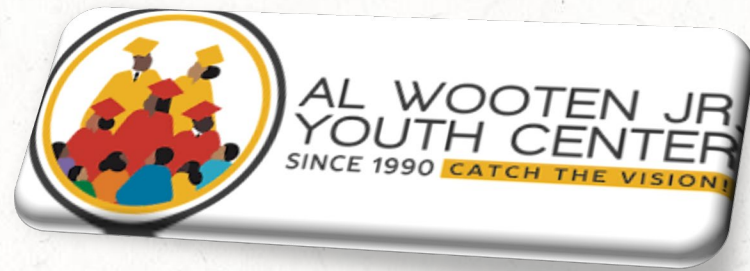
Presented by Laurie Inman, Ed.D.

Interim Director, CSUDH College of
Education Student Success Center

Saturday, August 20, 2022, 8:30am-1:30pm



Sponsored by the Community Response System of South Los Angeles in partnership with Al Wooten Jr. Youth Center with support from The Weingart Foundation and Kinecta Federal Credit Union.



Making Connections

- ▶ Number yourself at your table
- ▶ Find another of the same # and introduce yourselves
 - Name/Organization
 - Share where you call home
 - Share something special about your organization
 - Share something that your partner doesn't know about you
- ▶ On cue - Repeat with a new person with the same #

Workshop Expectations

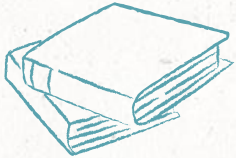
- ▶ High dosage tutoring (HDT) as a defined model for implementation
 - *Personalized Instruction/Social Emotional Learning*
- ▶ *Assessment* for students
- ▶ *Professional Development*
- ▶ *Parent Engagement*
- ▶ Outcomes and measurement



High-Dosage Tutoring

What do you already know?

What do you want to know?



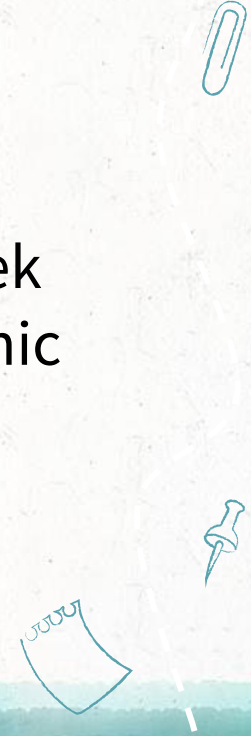
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HDT Is Not Homework Help



High-Dosage Tutoring/High Impact Tutoring



- ▶ Research-based practice using relationship-based tutoring that targets students academically to address gaps in prerequisite skills that promotes engagement and acceleration of learning
 - ▶ Dedicated high quality instruction multiple times a week with a consistent adult who provides sustained academic and social emotional support which also addresses educational equity
 - ▶ Value added asset
- 

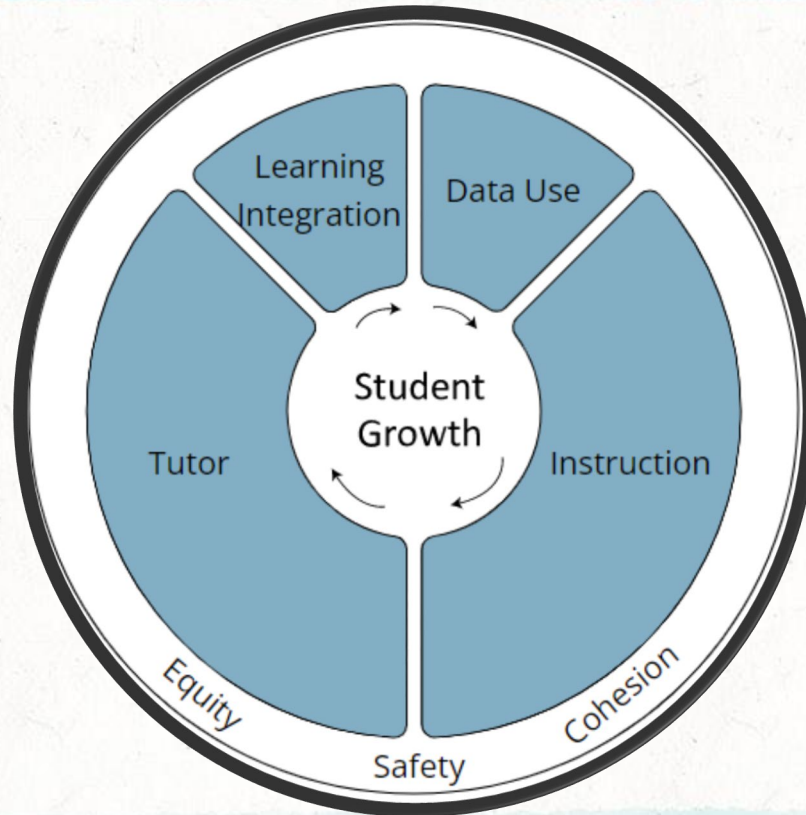
Critical role of HDT

- ▶ Research shows that **high-impact tutoring** is one of the most effective academic interventions — providing an average of **more than four months of additional learning in elementary literacy and almost 10 months of additional learning in high school math.**

Characteristics of High-Dosage Tutoring

- As described in High-Impact Tutoring: State of the Research and Priorities for Future Learning, characteristics of HDT are:
 - Substantial time each week spent in required tutoring
 - Sustained and strong relationships between students and their tutors
 - Oversight of tutors to assure quality interactions
 - Close monitoring of student knowledge and skills
 - Alignment with school curriculum

Framework for HDT



The Tutor

- ▶ Diverse pool
- ▶ Possess dispositions – soft skills
- ▶ Consistent
- ▶ Well-matched
- ▶ Knowledgeable and coachable (growth/development are key)
- ▶ Strong pool
 - Teachers; substitutes, paraprofessionals; university students (teacher preparation), volunteers, retirees, mid/late career changers

Data Use

- ▶ Assessment
 - Diagnostic
 - Formative
 - Student self-assessment
 - Progress monitoring – keeping track
- ▶ Data Collection
 - Pulse Checks
 - Tutor Effectiveness
 - Program Evaluation

Let's Talk Assessment

- ▶ Diagnostic assessment is the process of using multiple measures and reports to identify student strengths and needs in specific skill-areas so that teachers can provide instruction to address learning needs
 - Establishes a baseline
 - Happens at the beginning of a unit, lesson, quarter, or period of time.
 - Goal of understanding student's current position to inform effective instruction.
 - **Identify strengths** and areas of improvement for the student.
 - Low-stakes assessments

Wooten Center: i-Ready

- ▶ *i-Ready Learning* is a collection of high-quality instructional resources that help students learn and grow by accessing grade-level materials. Grounded in best-practice instructional design, these tools provide rigorous and motivating reading and mathematics instruction that:
 - **Engages students** of all levels and backgrounds
 - **Motivates students** to persist in skill building
 - **Provides scaffolded support** that meets the needs of all students
 - **Creates personal learning pathways** for each student in [*i-Ready Personalized Instruction*](#)
 - Connects to [*i-Ready Diagnostic*](#) data so teachers can make informed teaching decisions
- ▶ LAUSD approves i-Ready® and Ready Mathematics® for Grades 6-8 as instructional materials for ELs AND i-Ready for Grades K-8 chosen as an evidence-based intervention for state-identified schools

Data Collection

- ▶ Table Discussion
 - What kind of data do you currently collect?
 - What is the purpose for the data?
 - Who do you collect it from and why?
 - What do you do with the data?
 - How has the data helped you?
- ▶ Similarities
- ▶ Differences

Data Collection










- ▶ <https://studentsupportaccelerator.com/tutoring/data-use/measures-data-collection/examples-data-collection-tools>
- ▶ Tutors AND Students
 - Pulse Checks
 - Surveys
- ▶ Create for Families, Schools, etc.?

Tutor Pulse Check

- ▶ How confident are you that you can help your students understand the material in a tutoring session?
- ▶ How much do you enjoy your tutoring sessions?
- ▶ How much do you think your students learn from you?
- ▶ How confident are you that your students can improve their grade in this subject?
- ▶ How confident are you that you can effectively teach this subject?
- ▶ How positive are the relationships with your students?
- ▶ On most days, how enthusiastic are the students about tutoring?
- ▶ How positive is your working environment?
- ▶ How often do you receive the support you need to be a successful tutor?

Student Pulse Check

Grades TK-3

Question	Type	Answer 1	Answer 2	Answer 3
How do you feel in your tutoring sessions?	Multiple Choice			
How do you feel about this subject?	Multiple Choice			
How do you feel about school?	Multiple Choice			

The Instruction

- ▶ Most effective

- E
- M
- Grad
- Grade

- ▶ Curriculum

- Al
- F
- *Supported by script*

Programs don't
teach children-
knowledgeable,
caring teachers
do!

Learning Integration

- ▶ School-based – most effective and ideal
 - How might your organization integrate itself into a school or set of schools?
- ▶ Tutor-teacher interaction
 - How can you connect tutors with classroom teachers?
- ▶ Family engagement
 - How can we engage families in/with HDT?



Applying the Research

Good strategy for your organization?

- ▶ Does this major improvement strategy focus on a priority performance challenge and associated root cause(s)?
- ▶ Are the expected outcomes of this major improvement strategy highly valued?
- ▶ Do key leaders support this major improvement strategy? Do key leaders have the capacity to lead the strategy ongoing?
- ▶ What are the skills and competencies needed to implement this major improvement strategy with fidelity?
- ▶ What support/professional development do staff members need to implement this strategy effectively?
- ▶ Are the time, effort and resources needed for implementation feasible for the staff involved?

Competition or Complimentary

Students

Get no-cost, 24/7 access to 1-to-1 homework help, test prep, and drop-off writing review from

tutor.com[™]

A Service of **The Princeton Review**

- ✔ Encouraging and judgment-free help with assignments
- ✔ Wide variety of subjects (math, AP[®], drop-off writing, and more)
- ✔ Quick connection to an expert tutor via two-way text or voice

FOR ELEMENTARY STUDENTS

FREE ON DEMAND

1-TO-1 HOMEWORK HELP/TUTORING

To support students and families, LAUSD is providing on demand homework help with a personal virtual tutor. This support is available to all LAUSD students at no cost to families in multiple languages. We have contracted with Paper to ensure 24/7 instant support for all students and families.

- 1 SECURE ACCESS THROUGH SCHOOLLOGY
- 2 24/7 INSTANT ACCESS
- 3 TUTORS SUPPORT MULTIPLE LANGUAGES
- 4 PROVIDES HOMEWORK SUPPORT, FEEDBACK ON WRITING, STUDYING SUPPORT
- 5 LIVE CHAT AND INTERACTIVE WHITE BOARD SUPPORT

FOR MORE INFORMATION PLEASE VISIT <https://paper.co/lausd>

LAUSD PAPER

Top 10 Facts FOR PARENTS ABOUT Tutor.com

- 1. Safe and Anonymous**
All tutors must pass a rigorous application process including an extensive background check. No personal information is shared between student and tutor. All work is completed in our recorded classroom.
- 2. FREE for Eligible Students**
There is NO cost to eligible students to use Tutor.com, and you will not be asked to purchase anything.
- 3. Personalized Learning Sessions**
Every Tutor.com session is personalized to meet the needs of your student, from remedial to advanced levels. It focuses on conceptual learning and critical thinking—not just quick answers.
- 4. Covers a Wide Variety of Subjects**
Students can get help in math, science, English, writing, social studies, Spanish, computer literacy, AP[®] courses, and more. We also provide job search assistance.
- 5. More Than Just Homework Help**
Tutors assist students with specific homework problems but can also help with concept review, writing assignments, test prep, and more.
- 6. Extends the Learning Day**
With more than 3,000 highly-vetted expert tutors, Tutor.com can help students logging in at their moment of need.
- 7. Supports Student Achievement**
96% of students who use Tutor.com say it helps them complete their homework and improve their grades. Students come to class better prepared and ready to learn.
- 8. Builds Confident Learners**
Students of all skill levels can get help from a tutor. In fact, 97% of students responding to our post-session surveys have said that using Tutor.com makes them feel more confident in their schoolwork.
- 9. Is Easy to Use and Accessible from Anywhere**
Whether students have online access—at home, at school and anywhere in between—they can connect to a tutor using any computer or mobile device. Sign up is quick and easy!
- 10. Endorsed by Parents**
"This service has been excellent and wonderful! My son is actually motivated to do his homework because of it. Thank you so much!"

Log in to Schoology and access Tutor.com today!

FOR SECONDARY STUDENTS

FREE ON DEMAND

1-TO-1 HOMEWORK HELP/TUTORING

To support students and families, LAUSD is providing on demand homework help with a personal virtual tutor. This support is available to all LAUSD students at no cost to families in multiple languages. We have contracted with tutor.com on-site 24/7 instant support for all students and families.

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FOR MORE INFORMATION PLEASE VISIT <https://www.tutor.com/lausd>

LAUSD tutor.com

Plan Vision and Logistics

- ▶ How are you targeting your tutoring, and what is your rationale/articulation for why tutoring is needed?
- ▶ Which content areas will your tutoring program address?
- ▶ Which grade levels will your tutoring program serve?
- ▶ Where and when will tutoring sessions happen?
- ▶ Who will decide which students receive tutoring?
- ▶ Who will your tutors be?
- ▶ How will students and tutors collaborate?
- ▶ How often will tutoring sessions happen?
- ▶ How many students will each tutor work with at a time?
- ▶ Will each student consistently work with the same tutor across multiple sessions?

Workshop: Planning/Logistics

Considerations for Implementation

- ▶ Is there community and/or district support for high dosage tutoring?
- ▶ Is the purpose of high dosage tutoring clear and aligned to student needs?
- ▶ Is there time to plan for high dosage tutoring?
- ▶ Are you currently staffed and have the capacity to provide high dosage tutoring?
- ▶ Are there competing family, community, school and/or district demands that will lessen the effectiveness of high dosage tutoring?
- ▶ Is funding available to support high dosage tutoring?

Implementation

- ▶ Who is on your Team?
 - Identify your key players
 - e.g., Tutor coordinator: Responsible for the launch of tutoring, monitoring progress, and making strategic adjustments to ensure success.

Human Resources

❖ Preparing High Quality Tutors

- ❑ What is the best way to recruit tutors?
 - ✓ Consider work-study, social media advertising, community network, Fellows (Americorps)
- ❑ What skills do tutors need?
 - ✓ Consider a proficiency screening tool, grade level content knowledge
- ❑ How much development is necessary?
 - ✓ No evidence re: amount – key is prerequisite knowledge/skills, teachable, coachable, growth-focus

Modalities

- ▶ Virtual (both) noise cancelling headphones when small group (volunteers no travel time) tech skills are great
- ▶ How build relationships over screen
- ▶ 6-12 every other day to every day
- ▶ Face to face (attendance is best)
- ▶ Saturday sessions

Funding

- ▶ Tapping into District Funding – ESSER: districts must "reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning, extended day, or extended school year programs.
- ▶ Is there a creative solution?
- ▶ Someone else paying your tutors
- ▶ Strategic use of philanthropy

Summary of Components from Literature

Features	More Effective	Paraprofessionals	Trained volunteers	Less Effective
Tutors	Certified teachers	Paraprofessionals	Trained volunteers	Peers
Student: Tutor Ratio	1-2:1			3-4:1
Curriculum	Skill-building curriculum			Homework help

Workshop Implementation

https://studentsupportaccelerator.org/sites/default/files/Toolkit_for_Tutoring_Programs_0.pdf

Tips

- ▶ Infrastructure is critical
 - Remain focused
- ▶ Find Key person to take on and persevere
 - Should not be Executive Director/CEO in the weeds
- ▶ Need person/people who will coordinate
 - Background checks
 - Development (training)/coaching (materials)
 - Onboarding
 - Pipeline (students)/cadre of tutors

More Tips

- ▶ Tutors are an investment
 - Hiring
 - Development
- ▶ Communication is key
 - With students – purpose of tutoring (engage from start)
 - With parents – demonstrate care and desire to support
- ▶ Scheduling – Thoughtful and purposeful

Outcomes and Measurement

- The goal is to help students be at grade-level proficiency, complete coursework in order to be promoted to the next grade level, and track student progress/outcomes.
- Established methods to track progress are the following:
 - Set clear and measurable short- and long-term goals
 - Use data tools to monitor progress
 - Establish data collection and review routines
 - Do walkthroughs and observations of tutoring sessions, conducting data review and planning meetings
- Communication is important to launch and maintain an effective program
 - Recommended three part structure
 - Kick off conversations
 - For stakeholders to understand, goals, logistics, and their role
 - Continual updates
 - For stakeholders to keep updated on progress
 - Punctuated reflection
 - Provide summative progress to stakeholders to obtain feedback

Measures of Success

- ▶ Attendance – against criteria of HDT
- ▶ Academic Growth – realistic tool for measuring
- ▶ Engagement – surveys, focus groups
 - Student
 - Tutor
 - Families
- ▶ Implementation
 - Effectiveness

Resources

HDT

► Summary

○ Key

Points



AT LEAST 2-3 SESSIONS A WEEK

High dosage tutoring, which is defined as 3 or more sessions each week, is most effective.¹⁰ Each tutoring session can be anywhere from 10- 60 minutes each day. The more tutoring sessions per week, the more effective the tutoring will be.¹¹



1:1 & SMALL GROUPS WORK BEST

One-on-one tutoring is individualized and therefore most effective, especially for pre-K-1st grade students.¹² Tutoring up to 1:4 can be effective for grades 2- 5. A ratio of more than 1:4 becomes less focused and personalized.^{10, 13}



TUTORS CAN HAVE DIFFERENT BACKGROUNDS BUT MUST BE WELL TRAINED AND SUPPORTED

A variety of tutors can improve student outcomes.¹¹ This includes college students, AmeriCorps fellows, peers, parents, and retired teachers. The most effective tutors are teachers and paraprofessionals. Paid and trained tutors are also more effective.¹⁰ There should be some incentive for the tutors which is why volunteers have been found to not be as effective. Training is essential.¹⁴ Tutors should have initial and ongoing training and coaching, along with clear lines of accountability.¹⁰



SOCIO-EMOTIONAL ATTENTION & RELATIONSHIP BUILDING IS KEY

Socio-emotional attention between tutors and students helps increase engagement and motivation.¹¹ One way to ensure this is by providing tutors with social-emotional training. Training will help tutors connect with students and handle the social-emotional needs of students from all backgrounds.

Research suggests that strong tutor-student relationships play an important role in effective tutoring.¹¹ Effective relationship-building strategies include: 1) Working with the same tutor over time, 2) tutors intentionally spending time to build strong relationships as a part of their sessions, or 3) matching students with "similar" demographics as students (such as background or race).^{10, 11}



INTEGRATE TUTORING WITH WHAT KIDS LEARN AT SCHOOL

Tutoring programs that take place during the school day are most effective.¹⁰ Specifically, tutoring is effective when it is integrated with teachers, parents, and students' academic schedules. When tutoring takes place during school or immediately after school, learning gains and attendance is higher.



TUTORING IS DATA-DRIVEN

Tutoring programs that use data and ongoing assessments are more effective because tutors can personalize their instruction based on students' needs¹⁰, and overall practices can be improved by making adjustments based on data.¹¹

High-Dosage Tutoring

- Has emerged as a model to help students academically through a student-centered approach that is individualized per every student.
- Literature has shown that benefited a student's social-emotional being due to highly trained tutors that provide quality instruction and positive mentoring relationships.
- Effective for students with reading and math deficits, especially in early grades, and math deficits in later grades
- Literature that highlights the best practices
 - High-Dosage Dosage Tutoring: Planning and Implementation Guide (Tennessee Score Institute, Published Spring 2021).
 - High-Impact Tutoring: State of the Research and Priorities for Future Learning (Brown University, Published May 2021)
 - Apart but Connected: Online Tutoring and Student Outcomes during the COVID-19 Pandemic (Brown University, Published February 2021)

Resources

TRAINING TOPIC	KEY IDEAS	RESOURCES
Tutor Expectations	<ul style="list-style-type: none">• Discuss the criteria of a successful tutor• Provide tutors with written expectations• Provide tutors time to review and ask questions about expectations	<u>National Student Support Accelerator-Setting Expectations with Tutors</u>
Tutor-Student Relationships	<ul style="list-style-type: none">• Provide specific guidance about what a professional and effective tutor-student relationship looks like• Provide tutors time to practice and receive feedback about relationship-building activities and skills• Provide tutors guidance about mandated reporting	<u>National Student Support Accelerator-Strong, Academically Focused, Tutor-Student Relationships</u> <u>National Student Support Accelerator-Relationship-Building Activities</u>
Content Proficiency	<ul style="list-style-type: none">• Review and practice strategies for delivering content effectively• Review and practice strategies for identifying and addressing student misunderstandings• Introduce any specialized content knowledge or skills that tutors must have to be successful	<u>National Student Support Accelerator-Example Tutoring Session Structure</u> <u>Saga Sample Lesson & Activity</u>

Resources

Effective Facilitation	<ul style="list-style-type: none">• Review and discuss the elements and structure of an effectively facilitated tutoring session• Provide tutors with strong examples of effective facilitation of a tutoring session• Provide tutors the opportunity to role play and receive feedback on their facilitation of a tutoring session	<p><u>National Student Support Accelerator-Facilitation Moves Checklist: One-on-One Tutoring</u></p>
Data Practices	<ul style="list-style-type: none">• Review and discuss the specific data collection tools that tutors will be expected to use• Review and discuss expectations and policies related to student data use and privacy	<p><u>National Student Support Accelerator-Examples of Data Collection Tools</u></p> <p><u>National Student Support Accelerator-Student Data Privacy Guidance</u></p>
Supporting Students with Thinking And Learning Differences	<ul style="list-style-type: none">• Provide opportunities for tutors to review, discuss, and practice using strategies for supporting students with thinking and learning differences	<p><u>National Student Support Accelerator-Accessibility Checklist</u></p> <p><u>National Student Support Accelerator-Personalizing a Tutoring Session</u></p>

Webinar: Education Week

- Relevant webinar by Education Week that was released on January 13, 2022
- Titled “Examining the Evidence: What We’re Learning From the Field About Implementing High-Dosage Tutoring Programs”
 - Lively discussion with high-dosage tutoring leaders providing updates and knowledge on how their HDT programs have been going (1 hour long)
 - Video Link: <https://www.edweek.org/events/webinar/examining-the-evidence-what-were-learning-from-the-field-about-implementing-high-dosage-tutoring-programs#pelcro-on24-form>
 - 4:10-8:15 - Summary of HDT
 - 45:15-52:00 - Discussion on implementing an HDT after-school program and online HDT

Professional Development Opportunities

Download this presentation and view the video at <http://www.crssla.org/education>

[ILA Webinar: Literacy Coaching for SEL](#)

August 24, 2022 | 5:00–6:00 p.m. ET/2:00 – 3:00 PT

\$25.00 for members | \$35.00 for nonmembers



Thank You for Your Participation



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$$\sqrt{2}$$
