High-Impact Tutoring

Orientation Webinar
Agenda

Part 1 - Welcome
Part 2 - Series Overview
Part 3 - Defining High Impact Tutoring
Part 4 - Clarity on the Need
Part 5 - Preparing for Workshop One
RIDE Tutoring Overview

**Program Management**
*Led by LEA*

**School/LEA Coordination**
Schools and LEAs manage the tutoring program, either directly or via a provider.

**Students**
LEAs decide which student population to target. RIDE is prioritizing tutoring programs in math and early literacy.

**Tutors**
- Vendor from the RIDE-vetted tutor provider menu; or
- Locally-developed program (e.g. older students within the LEA); or
- Free virtual tutors (e.g. Schoolhouse.world)

**Program Support**
*Led by RIDE*

**LEA Technical Assistance**
RIDE offers statewide professional learning for LEAs on how to run tutoring programs, coordinates learning communities, and provides coaching and support for LEAs.

*Technical assistance will begin in January 2022.*

**Vetted Tutoring Providers Menu**
RIDE publishes a “menu” of approved tutoring providers with statewide master price agreements (MPAs) that LEAs can use. LEAs can decide which vendor from the menu to use, if any. LEAs are responsible for funding the costs of tutoring programs from the menu.

*RIDE expects to release the menu in spring 2022.*

---

**RHODE ISLAND**
Facilitator

Emily Welch (she/her)

Program Manager, Tutoring

- Based in Brooklyn, NY
- Previous education experience includes: consultant, school leader, middle school teacher, instructional coach, and science museum educator
- Passions: STEM education, jigsaw and crossword puzzles, co-own and operate a pizza business with my chef spouse
Amplify Team

Dr. Lindsay Sullivan, Ed.D  
Director of Tutoring & Coaching

Jessica Chung  
Associate Director of Tutoring

Tara Hewitt  
Associate Director of Tutoring

Emily Welch  
Program Manager, Tutoring

Have general questions about tutoring programs? Email ewelch@amplify.com

Have questions about RIDE policies/support?  
Email Jim.McCue@ride.ri.gov or Michael.Mancieri@ride.ri.gov
Agenda

Part 1 - Welcome

**Part 2 - Series Overview**

Part 3 - Defining High Impact Tutoring

Part 4 - Clarity on the Need

Part 5 - Preparing for Workshop One
High-impact tutoring leads to substantial learning gains by supplementing students’ classroom experience.
By the end of this series, we will have the foundation in place to launch a high-impact tutoring program. Our team will be able to:

1. Articulate our tutoring approach through key decisions grounded in research-based design principles and how students will benefit
2. Determine the data source(s) we will use to identify and group eligible students
3. Hire and initially train tutors using aligned, high quality instructional materials (HQIM) and develop a plan for ongoing tutor support
4. Ensure all sites understand the purpose of tutoring, how teachers and tutors work together, and how to support tutoring
5. Draft a communication plan for all adults involved
Week 1: Program Aim

Week 2: Identifying Students & Budget Needs

Week 4: Hiring & Training Tutors & Materials

Week 5: Evaluation & Communication

Week 3: Mid-Series Consultancy Discussions

End of Series Consultancy Discussions (after Week 5)
Week 1:
Program Aim

Week 2:
Identifying Students & Budget Needs

Week 3: Mid-Series Consultancy Discussions

Week 4:
Hiring & Training Tutors & Materials

Week 5:
Evaluation & Communication

End of Series Consultancy Discussions (after week 5)
When does this all happen?

- Planning workshops are 3 hours long
- Community of Practice sessions are 1 hour long

After this orientation, you will get an email to register for the series:

- Weekly workshop: Tuesdays from 1-4pm ET
- Weekly community of practice time: Fridays from 9-10am ET
- 1 hour-long, mid-series consultancy the week of Feb 7
- 1 hour-long, end-of-series consultancy the week of Feb 28

To reap the benefits of this series, please ensure at least one team member attends consistently. Two to three members attending regularly is ideal.
Possible Team Makeup

*2-3 participants recommended

LEA

- Tutoring Program Lead
- Curriculum Representative
- Principal or Director of Federal Programs

Workshop 3: Human Resources
Agenda

Part 1 - Welcome

Part 2 - Series Overview

Part 3 - Defining High Impact Tutoring

Part 4 - Clarity on the Need

Part 5 - Preparing for Workshop One
Key Principles of High-Impact Tutoring

Characteristics that make a difference

Frequent and Consistent
Embedded in the school day
At least three sessions per week, 30-60 min

Relationships
Well-trained, consistent tutor
One-to-one or small group

High-Quality Instructional Materials
Aligned to standards and core classwork

Data-Driven
Design Principles for Effective Tutoring

- Frequency
- Delivery Mode
- Focus
- HQIM
- Prioritization

- Scheduling
- Group Size
- Personnel
- Relationships
- Measurement
High Impact Tutoring Elements

National Student Support Accelerator
Agenda

Part 1 - Welcome

Part 2 - Series Overview

Part 3 - Defining High Impact Tutoring

Part 4 - Clarity on the Need

Part 5 - Preparing for Workshop One
## Value Proposition

<table>
<thead>
<tr>
<th>The Challenge</th>
<th>Our Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>We believe:</td>
<td>The mission of our tutoring program is to:</td>
</tr>
<tr>
<td>Based on the data, a few of the specific challenges facing our community are:</td>
<td>Our tutoring program works because:</td>
</tr>
<tr>
<td>The core problem our tutoring program seeks to address is:</td>
<td></td>
</tr>
</tbody>
</table>

## Value Proposition

### An example

<table>
<thead>
<tr>
<th>The Challenge</th>
<th>Our Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We believe:</strong> Being literate is a right that every student has and is a</td>
<td><strong>The mission of our tutoring program is to:</strong></td>
</tr>
<tr>
<td>gateway to lifelong success. It is our job as educators to ensure that</td>
<td>1) Build literacy achievement</td>
</tr>
<tr>
<td>students are literate and able to read on grade level. We also believe</td>
<td>2) Build confidence</td>
</tr>
<tr>
<td>that children should have strong relationships with caring adults to</td>
<td>3) Build student-mentor relationships</td>
</tr>
<tr>
<td>build their confidence and support their emotional needs.</td>
<td></td>
</tr>
<tr>
<td><strong>Based on the data, a few of the specific challenges facing our community are:</strong> Deep cycles of poverty and illiteracy in households and not as many mentors in many neighborhoods for young children as needed. There are various community conversations and partnerships to increase mentorships, but discovering that while they had a lot of institutes of higher ed in the city, finding it difficult to engage college students within the K-12 school system. Additionally, the COVID-19 pandemic had impacted the local economy deeply and the rate of unemployment was increasing by the day.</td>
<td><strong>Our tutoring program works because:</strong> the lessons are focused on both literacy skills aligned with student literacy data and we trained tutors how to use best practices to engage students and build a mentoring relationship.</td>
</tr>
<tr>
<td><strong>The core problem our tutoring program seeks to address is:</strong> increase</td>
<td></td>
</tr>
<tr>
<td>literacy confidence and skills through strong relationships with a consistent,</td>
<td></td>
</tr>
<tr>
<td>caring adult.</td>
<td></td>
</tr>
</tbody>
</table>
Data / Information

- Estimated year-long budget for tutoring
- Ideal date/month to launch tutoring
- Most recent benchmark data
- Number of students by grade/schools in subcategories
- Clarity on other district-wide initiatives
- District goals
- Existing parameters
- Thoughts on working with an external partner
- Other data/information?
Agenda

Part 1 - Welcome
Part 2 - Series Overview
Part 3 - Defining High Impact Tutoring
Part 4 - Clarity on the Need

Part 5 - Preparing for Workshop One
Prework to complete before Session 1

**Required** *(estimated time: 30-60 minutes)*

- Read NSSA Tutoring Toolkit: Program Design
- Read Design Principles for Effective Tutoring *(pg. 2)*
- Collect necessary information and data
- Complete pre-series survey
- Draft your LEA tutoring value proposition
- Download and share Workshop 1 materials

**Suggested**

- Review example tutoring value propositions

**Optional**

- Review research associated with Week One key decisions
- Download Zoom Troubleshooting Guide
Thank you

Email questions/concerns for Amplify to ewelch@amplify.com