Developing an Effective Tutoring Program

Reading Tutors for K-3 Students

Norms For Our Webinar

During the presentation, questions can be asked through the chat box. Co-presenters will try to answer in real time.

This webinar will be recorded for later use.

Keep a positive mindset.

To streamline trainings for districts to effectively establish cohesive tutoring programs, the FDOE has created a flow chart to guide decision making when planning to implement one or both tutoring programs described above to support K-3 students with reading difficulties.

DEVELOPING AN EFFECTIVE TUTORING PROGRAM Provided by FCRR, in partnership with the FDOE	
This virtual training session provided by FCRR, in partnership with the FDOE, is *required* for all districts/LEAs participating in the Reading Tutoring for K-3 Students Grant. District/LEA representatives will learn the basics of structuring and delivering an effective tutoring program.	
Thursday, March 3, 2022 **9am – 10am (EST) OR 3pm – 4pm (EST)** Registration: Developing an Effective Tutoring Program	**Wednesday, March 9, 2022** **9am – 10am (EST)** Registration: Developing an Effective Tutoring Program

After attending the *'DEVELOPING AN EFFECTIVE TUTORING PROGRAM'* session provided by FCRR, district/LEA representatives are *required* to complete one of the tutoring pathways below to fulfill the requirement for Program Assurance 2 of the Reading Tutoring for K-3 Students Grant. Districts/LEAs may choose to do both programs. The schedule has been developed to accommodate districts interested in implementing both tutoring programs.

Pathway 1: RAISE HIGH SCHOOL TUTORING PROGRAM TRAINING Provided by Just Read, Florida!		Pathway 2: EFFECTIVE AND EVIDENCE-BASED PRACTICES FOR TUTORING Provided by FCRR	
This 3-hour virtual training will be offered two times. It will be a Train-the-Trainer model for district/LEA representatives who will then facilitate the training to high school tutors. The content will cover the RAISE high school tutoring program requirements pursuant to s. 1008.365(8), F.S., content knowledge focused on early literacy, the science of reading and resources for tutors to use with students.		This 1-hour virtual training will be offered three times. It will be a Train-the-Trainer model for district/LEA representatives who will then facilitate the training to tutors. The content will cover the role of a tutor, how students learn to read, effective practices for tutoring and where to find resources for tutoring students.	
Wednesday, March 9, 2022	**1pm – 4pm (EST)**	**Thursday, March 10, 2022**	**9am – 10am OR 3pm – 4pm (EST)**
Registration: RAISE High School Tutoring Program Training		Registration: Effective and Evidence-Based Practices for Tutoring	
Wednesday, March 30, 2022	**9am – 12pm (EST)**	**Thursday, March 31, 2022**	**9am – 10am (EST)**
Registration: RAISE High School Tutoring Program Training		Registration: Effective and Evidence-Based Practices for Tutoring	

Objectives for Today

- **Leaders** will gain an understanding of how to develop a tutoring program.
- **Leaders** will gain an understanding of effective practices for tutoring.
- **Leaders** will gain an understanding about the tools available to help guide the implementation process.

Why Tutoring?

- The purpose of this funding is to support student tutoring in reading to focus on closing academic achievement gaps.

- Tutoring creates a partnership with teachers to help students regain lost instructional time and address the wide range of diverse skill levels.

- Tutoring creates a positive relationship with students.

Vision for Tutoring in Florida Schools

- Connecting students with older students, paraprofessionals, teachers, or volunteers who can serve as tutors in reading.

- Tutors will work as a team with schools to help overcome academic achievement gaps.

What is a Tutor?

- A tutor is a person that provides extra help to students.

- Tutoring provides students with the opportunity to receive additional support in an effort to close the academic achievement gap.

- Tutors can play a vital role in schools and classrooms.

Implementation Team

- The tutoring program will be an ongoing process that requires a team of people.

- The team should consider state guidance and be made up of a diverse group of individuals.

- The implementation team may include district leaders, administrators, literacy supervisors, literacy coaches, and teachers.

Roles of the Implementation Team

The team should work together to identify the roles and responsibilities in implementing the tutoring program at their school sites. Roles include:

- Identifying a criteria for tutoring and which students meet the criteria

- Tutor recruitment and tutor training (Part 2)

- Scheduling of tutoring sessions

- Progress monitoring to measure growth of students' reading skills

Chat Time!

How does your district plan to recruit tutors?

Responsibilities of Districts

Districts and/or school leaders will attend training provided by the Florida Center for Reading Research (FCRR) and utilize the tutoring training materials and resources to train recruited tutors to ensure evidence-based comprehensive resources are utilized to effectively train and support tutors.

Districts and/or school leaders will provide initial and ongoing training and support, including tutor supervision.

Districts and/or school leaders will report tutoring approach, number of tutors trained and deployed, number of students served, number of tutoring hours, and district level pre/post assessment data.

Districts and/or school leaders will participate in an FCRR conducted program evaluation of outcomes related to implementation of the tutoring programs during the 2022-23 school year.

Selecting Materials for Tutoring

Materials should reflect practices that have been empirically shown to support gains in student achievement.

Materials should incorporate elements of explicit, systematic, and sequential pathways to teaching foundational literacy skills.

Supplemental programs can be embedded within the core reading curricula or a stand-alone program.

Minimally, the program should include phonological awareness, phonics, and fluency components.

Embedded Materials

February 2017

Making an Impact

The relative effectiveness of two approaches to early literacy intervention in grades K–2

Barbara Foorman
Sarah Herrera
Jennifer Dombek
Chris Schatschneider
Yaacov Petscher
Florida Center for Reading Research at Florida State University

Key findings

This randomized controlled trial in 55 low-performing schools across Florida compared two pull-out early literacy interventions—one using standalone materials and one using materials embedded in the existing core reading program. The interventions were delivered daily for 45 minutes for 27 weeks in small groups of students at risk of literacy failure in 2013/14 and 2014/15. The standalone intervention significantly improved grade 2 spelling outcomes relative to the embedded intervention, but impacts on other student outcomes were similar for the two interventions. On average, students in schools that used the standalone intervention and students in schools that used the embedded intervention showed similar improvement in reading and language outcomes. The two interventions also had similar impacts on reading and language outcomes among English learner students and non–English learner students, except for some reading outcomes in kindergarten.

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Institute of Education Sciences
U.S. Department of Education

REL SOUTHEAST
Regional Educational Laboratory
at Florida State University

Interventions or materials embedded within the core reading program can be as effective as stand-alone programs when well implemented.

Advantages: cost effective; **aligned** to tier 1 classroom instruction. But cannot be implemented straight out of the shrink-wrap package. Practitioners must (a) develop a <u>manual</u> that includes a scope & sequence and implementation procedures, (b) provide <u>training</u>; and (c) monitor for <u>fidelity</u>.

13

Check to see if your supplemental program is evidence-based and focuses on, at minimum, the elements of phonological awareness, phonics, and fluency.

Evidence for ESSA
https://www.evidenceforessa.org/

What Works Clearinghouse
https://ies.ed.gov/ncee/wwc/

Proven Tutoring
https://proventutoring.org/reading/reading-k-2-3/

14

Chat Time!

What materials do you currently use at your site that have been effective for K-1 students?

Program Selection and Materials

Tutors will need materials provided to them.

Set aside time to train tutors on the program that is implemented.

The Student Center Activities can serve as additional support materials for tutors.

https://www.fcrr.org/student-center-activities

FCRR Student Center Activities

- The student center activities are designed for students to practice, demonstrate, and extend their learning of what has already been taught, sometimes with teacher assistance and sometimes independently.

- Students can complete the activities in small groups, pairs, or individually.

- FCRR Student Center Activities | Florida Center for Reading Research

- FCRR Student Center Activities Aligned to Florida's B.E.S.T. Standards: English Language Arts | Florida Center for Reading Research
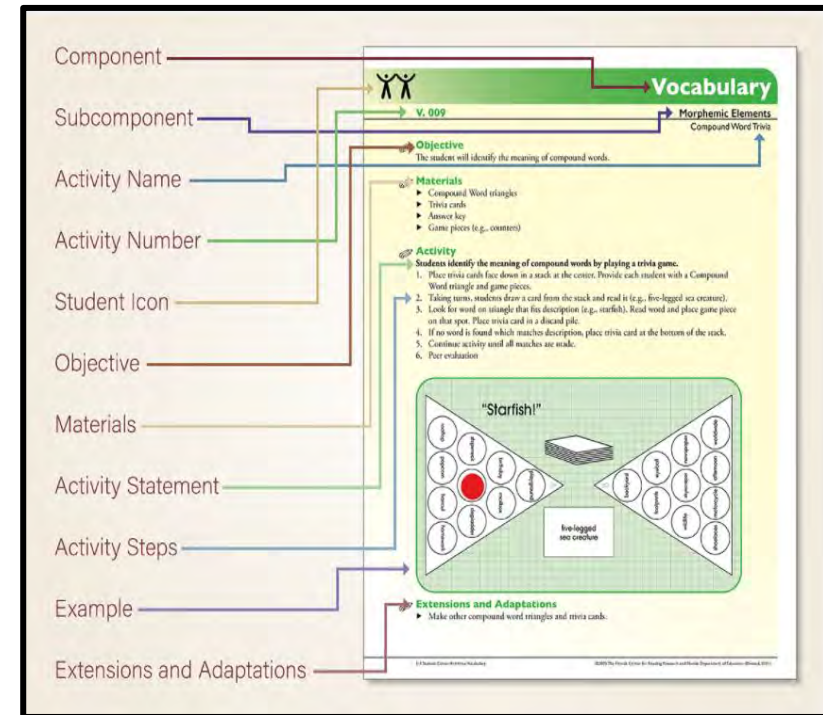
Share with Us!

Do you have a favorite FCRR Student Center Activity you have used or seen used in the classroom?
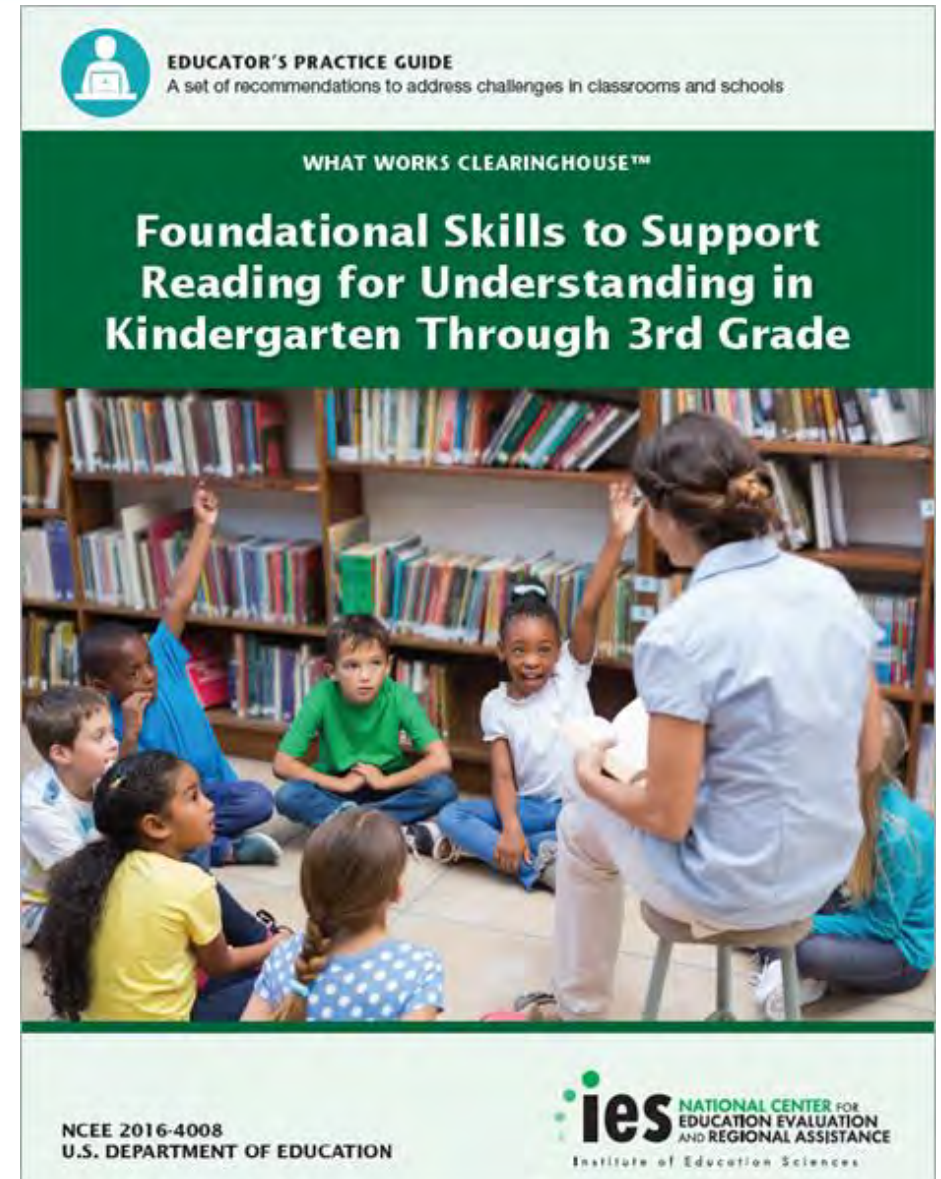
The Institute of Education Sciences

Recommendations:

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

2. Develop awareness of the segments of sound in speech and how they link to letters.

3. Teach students to decode words, analyze word parts, and write and recognize words.

4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

EDUCATOR'S PRACTICE GUIDE
A set of recommendations to address challenges in classrooms and schools

WHAT WORKS CLEARINGHOUSE™

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

NCEE 2016-4008
U.S. DEPARTMENT OF EDUCATION

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Institute of Education Sciences

Who Will We Tutor?

The implementation of the tutoring program is intended to target K-3 students, first and foremost, prioritizing K-1 students. It is recommended that sites select students that need additional support in reading.

Students who need additional support in reading should be identified using **data** collected through the site's **progress monitoring** tool(s).

Identifying Students in Kindergarten through 3rd Grade

Participating districts will determine the criteria for identifying students in kindergarten through third grade that will receive tutoring support.

Possible measures may include:
- Substantial reading deficiency
- District assessment data
- Progress monitoring data

Progress Monitoring

A reliable progress monitoring tool should be used to provide accurate information about students' reading skills.

Intensive Intervention

Selecting K-3 Students for Tutoring

- This is a sample of some of the guided questions for students in grades K-3 on the FCRR Website.

- This resource that can help your site determine the area(s) of reading in which a student may need additional support.

Phonemic Awareness	Phonics	Fluency	Comprehension	Vocabulary
Does the student show awareness of individual words in spoken sentences?	Does the student know letter names that have been taught?	Does the student quickly recognize the common high frequency words (e.g., Dolch, Fry, District list) that have been taught?	Can the student identify the sequence of events in text?	Can the student categorize important vocabulary words and describe their features?
Can the student identify the syllables in spoken words?	Does the student know letter sounds that have been taught?	Can the student meet Oral Reading Fluency expectations for this time of year?	Can the student compare and contrast topics, characters, settings, and problems in one text?	Does the student make connections between new vocabulary words and concepts (e.g., procedural, transition, high utility words) to known words and concepts?
Can the student tell when words rhyme or generate spoken words that rhyme?	Can the student blend sounds in words with two or three letters?	Can the student read connected text with proper expression?	Can the student identify cause-and-effect relationships in text?	Can the student determine the meaning of a word using knowledge of base words and affixes?
Can the student identify the first sound in spoken three phoneme words? The last sound? The middle sound?	Can the student segment sounds in words with two or three letters?		Can the student identify and discuss author's purpose?	Can the student identify synonyms, antonyms and homophones?

24

Important Key Factors with Tutoring

U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2021). ED COVID-19 handbook, Volume 2: Roadmap to reopening safely and meeting all students' needs. Washington, DC.

This report is available on the Department's website at https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Students should meet with their tutor at least 3 times per week.	Tutors should be well trained and supported.	Informal assessments should be used to monitor growth.
Curriculum should be aligned with classroom content and BEST standards.	In-person tutoring is the goal; however, online is effective as well.	Group Size should be 1:1 ideally, but groups up to 4 students are also effective.
Relationships need to be fostered to create a positive student-tutor relationship.	Scheduling sessions during the school day results in greater learning gains than after school.	Target students who are below district expectations.

Best Practices for Tutoring

- In-School
- Consistent Pairings
- Small Groups
- Collaboration with Teachers
- Parent Communication

Ready, Set, TUTOR!

Tutoring can begin when:

- Students in need of additional support have been identified.

- Tutors have been recruited and trained on site selected materials.

- A space conducive to learning has been secured for student tutoring sessions.

ready. set.
go!

Conclusion and Next Steps

- Implementation Team
- Program Materials
- Criteria
- Tutors
- Progress Monitoring
- Conducive Space

The Department of Education has allocated funds to districts. The Program Performance Period is January 1, 2022-September 30, 2023.

District and Administrative Teams should be aware of assurances listed in grant and contact FDOE with questions regarding budget and funds.

Districts and Administrative Teams may contact JBaisden@fsu.edu for questions regarding implementation of the tutoring program.

29

You Have Completed Part 1 of the Reading K-3 Tutor Training

Contact Information for Support
JBaisden@fsu.edu