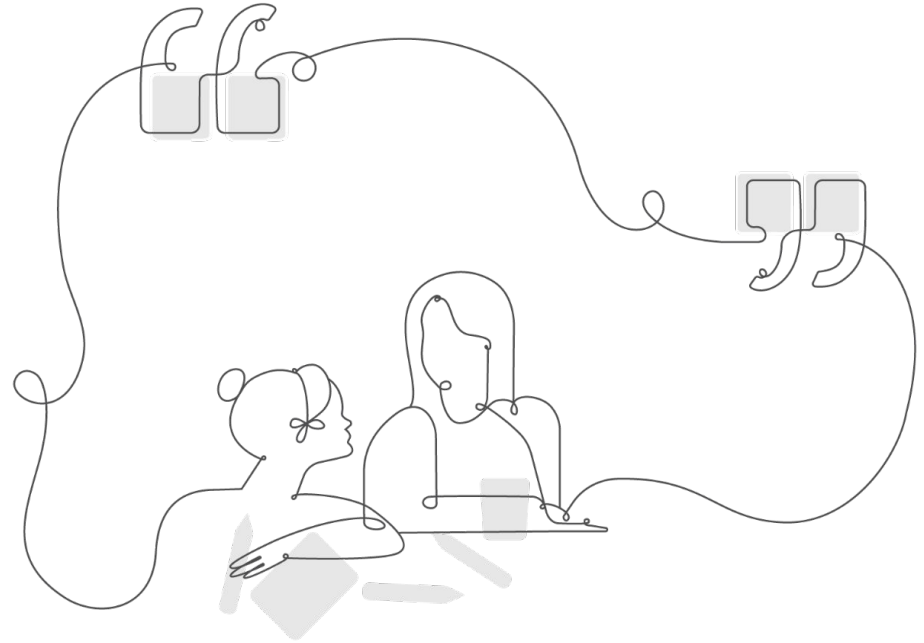


Amplify.

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.

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.

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)

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.

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



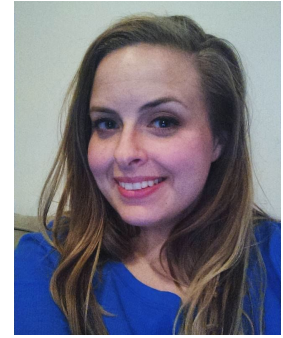
Dr. Lindsay Sullivan, Ed.D
Director of Tutoring &
Coaching



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

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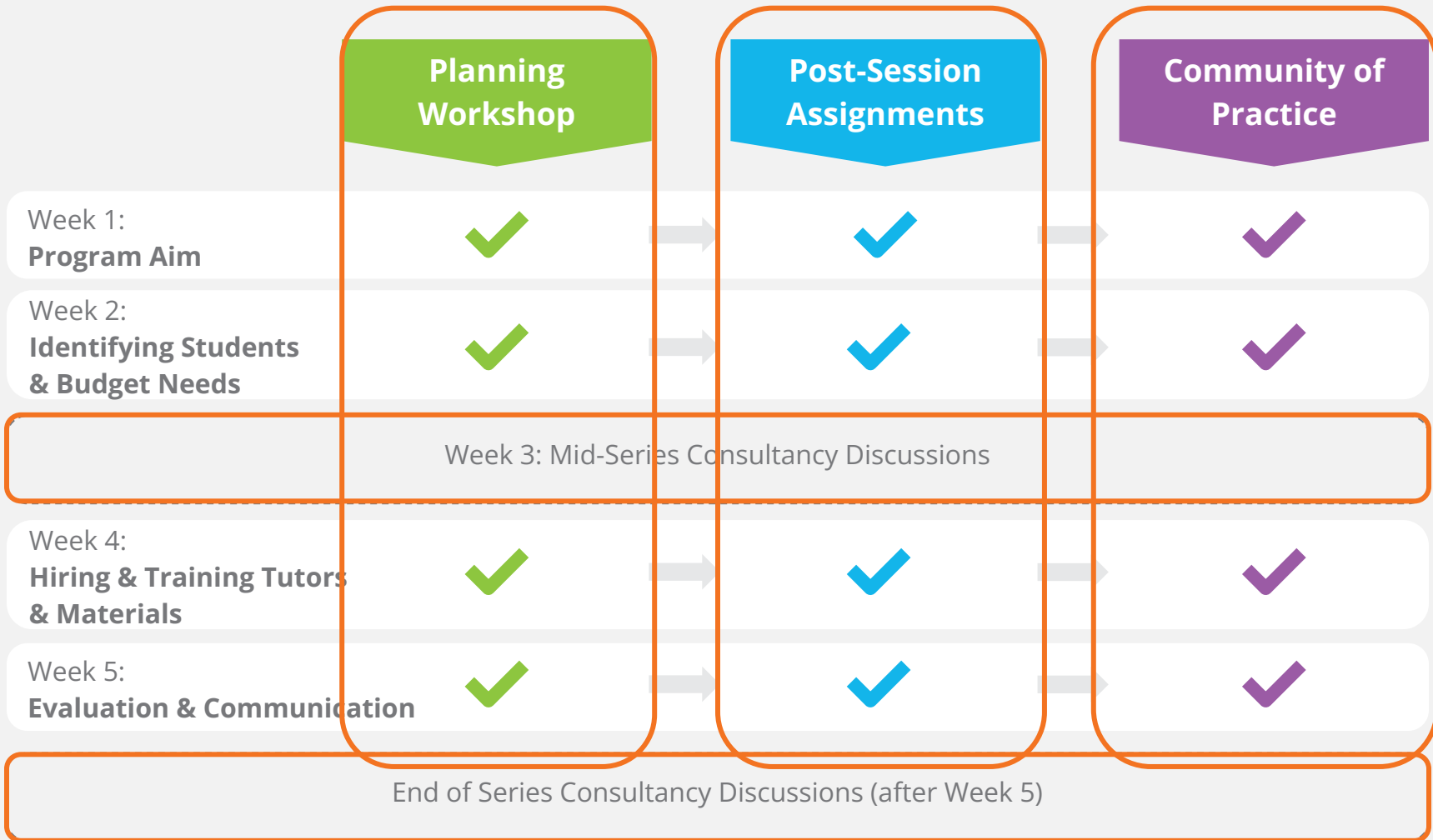
High-impact tutoring leads to substantial learning gains by supplementing students' classroom experience.



Series Objectives

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




**Planning
Workshop**

**Post-Session
Assignments**

**Community of
Practice**

 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

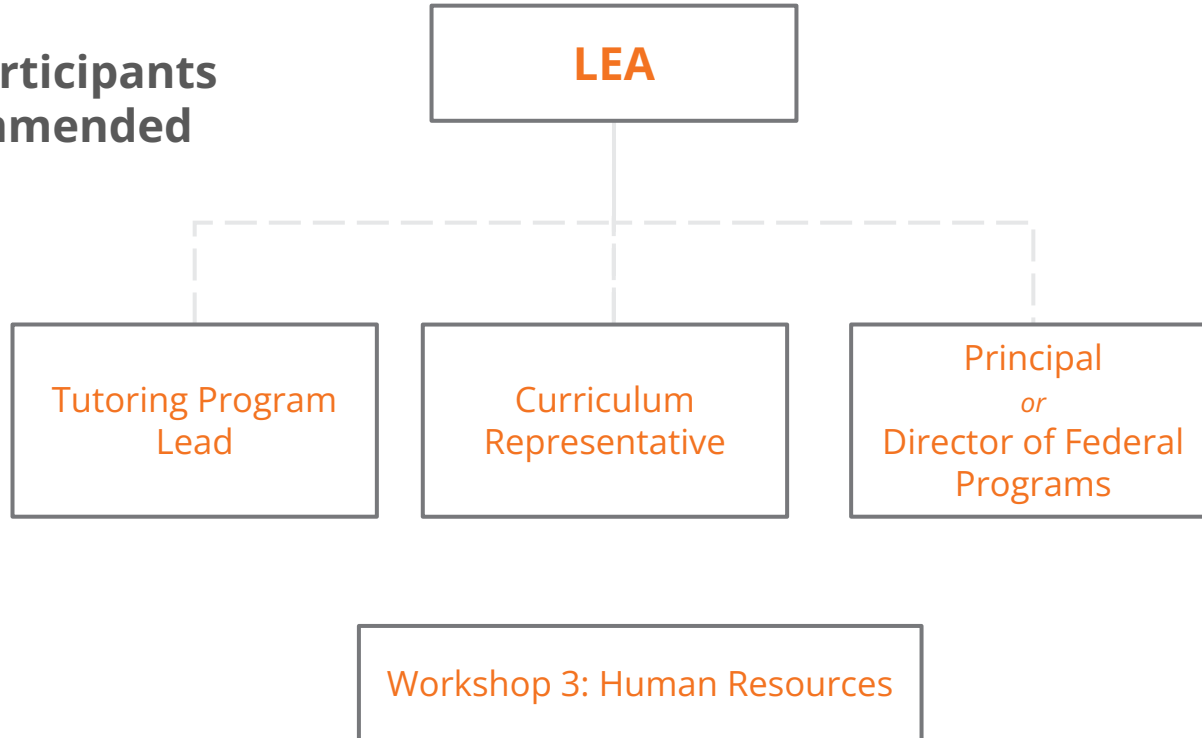
After this orientation, you will get an email to register for the series:

- 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**



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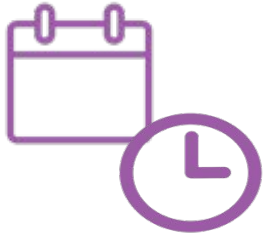
Part 3 - Defining High Impact Tutoring

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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



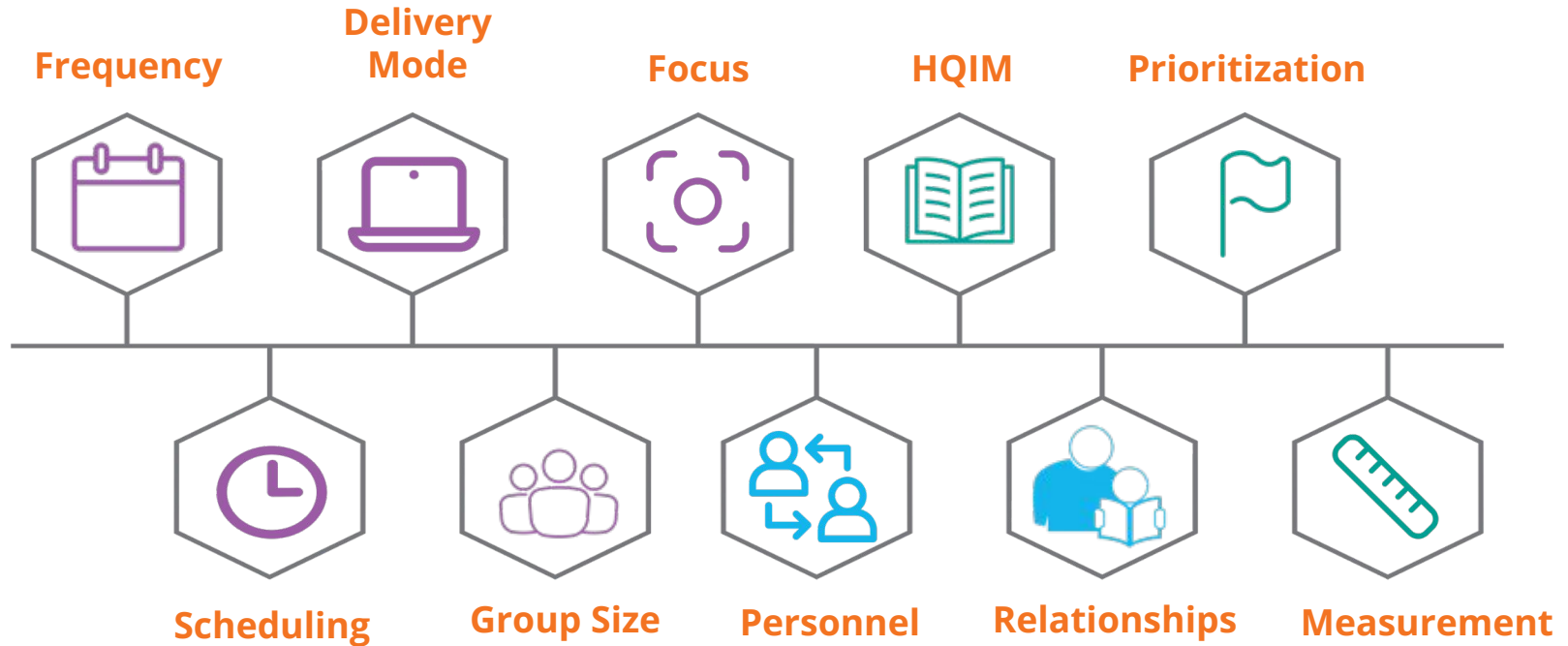
High-Quality Instructional Materials

Aligned to standards and core classwork



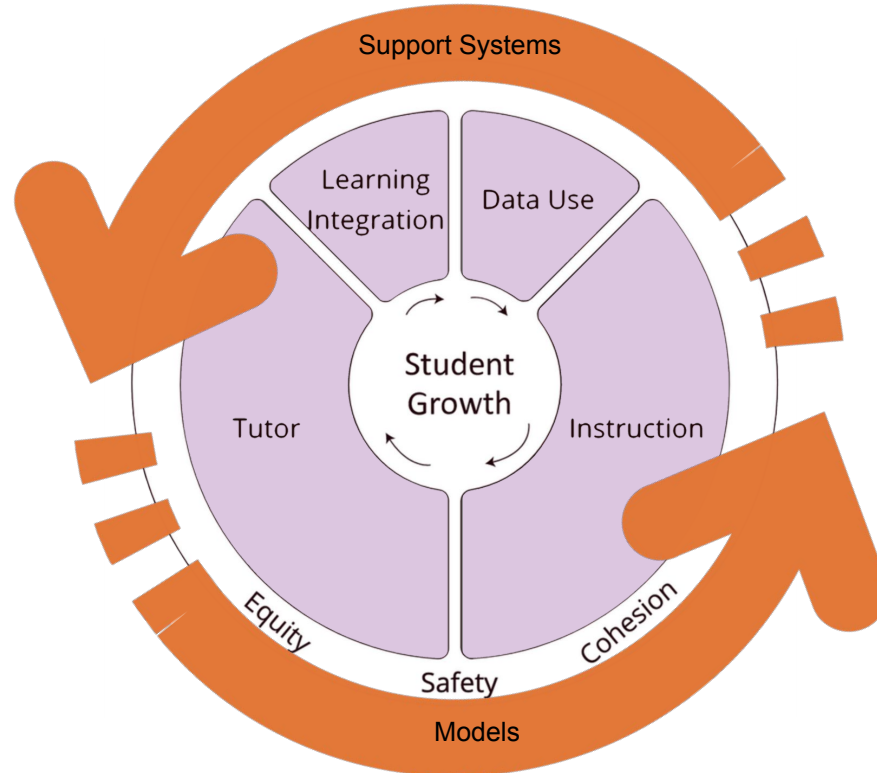
Data-Driven

Design Principles for Effective Tutoring



High Impact Tutoring Elements

National Student Support Accelerator



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Value Proposition

Value Proposition	
The Challenge	Our Approach
<p>We believe:</p> <p>Based on the data, a few of the specific challenges facing our community are:</p> <p>The core problem our tutoring program seeks to address is:</p>	<p>The mission of our tutoring program is to:</p> <p>Our tutoring program works because:</p>

Value Proposition

An example

Value Proposition

The Challenge

We believe: Being literate is a right that every student has and is a gateway to lifelong success. It is our job as educators to ensure that students are literate and able to read on grade level. We also believe that children should have strong relationships with caring adults to build their confidence and support their emotional needs.

Based on the data, a few of the specific challenges facing our community are: 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.

The core problem our tutoring program seeks to address is: increase literacy confidence and skills through strong relationships with a consistent, caring adult.

Our Approach

The mission of our tutoring program is to:

- 1) Build literacy achievement
- 2) Build confidence
- 3) Build student-mentor relationships

Our tutoring program works because: 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.

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?



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Pework 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](#)

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Thank you

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

