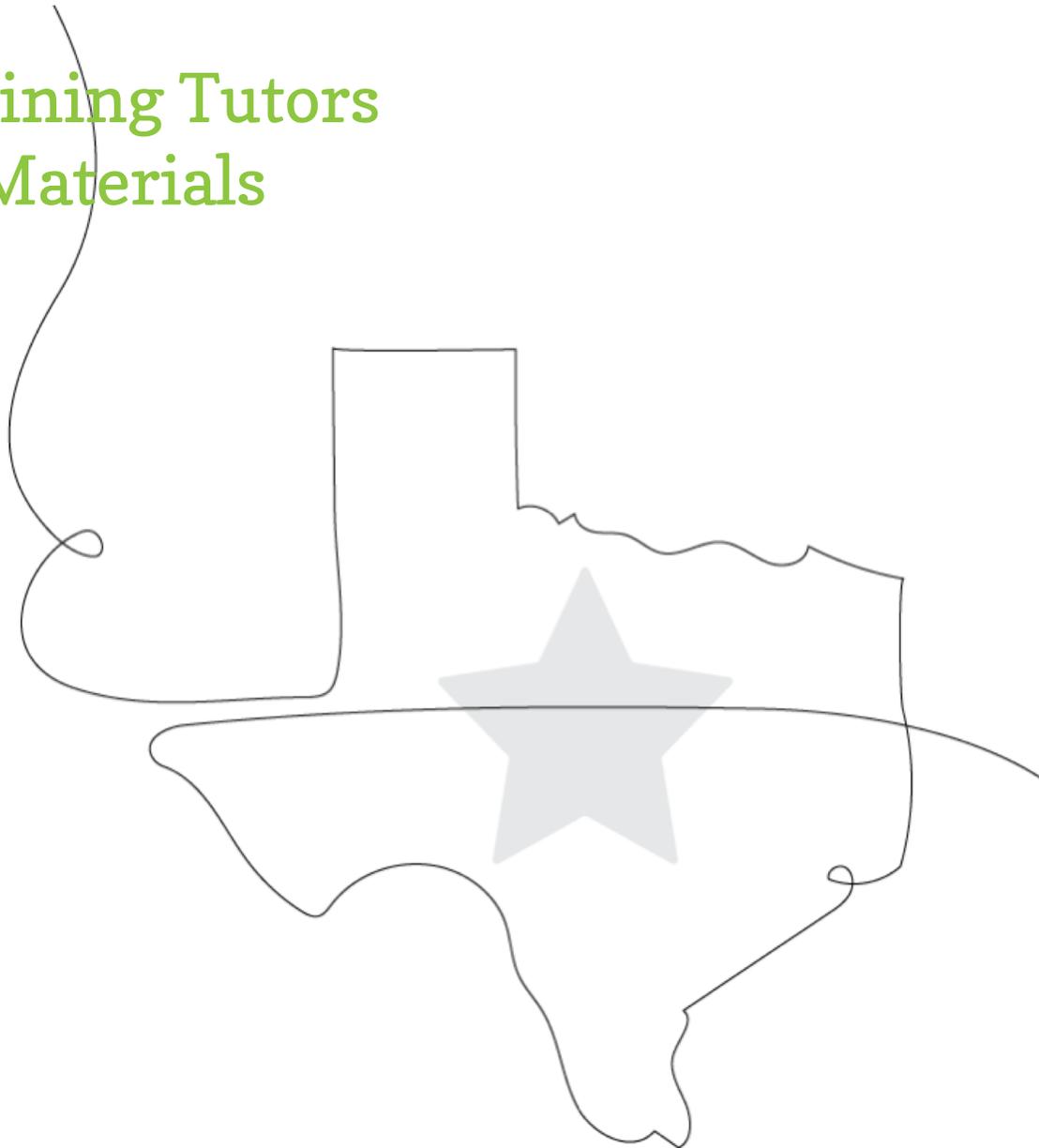


Amplify.

# High-Impact Tutoring Workshop Series

## Planning Workbook 3

Hiring & Training Tutors  
& Selecting Materials



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# Agenda: Hiring & Training Tutors & Selecting Materials

## Outcomes (180 minutes)

*Participants will ground in best research practices and explore a case study in order to...*

- Identify needed components for hiring to craft a plan with specific targets
- Examine HQIMs that meet the needs and desired impact of our tutoring program
- Determine how key metrics will be measured and define academic indicators to monitor progress
- Establish tutor expectations to create an aligned performance management plan
- Delineate program approach to pre-service and in-service tutor support

## This week's key milestones

- **High level hiring needs** based on tutor type
- What **days tutoring will occur** on
- Finalize **role of tutor** e.g. planning, teaching, conferences, SEL, etc.
- Content of **pre-service tutor training**
- Elements of **in-service tutor training and support**
- **HQIMs**, including assessments, to be used with tutoring

Topics	Essential Questions
<b>Part 1 - Welcome</b>	
<b>Part 2 - This Week's Focus</b>	
	How does this week fit into the larger picture of program design and implementation?
<b>Part 3 - Choosing HQIM &amp; monitoring students' progress</b>	
<ul style="list-style-type: none"> <li>• Selecting HQIM for Tutoring</li> <li>• Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• What materials will be used for core tutoring sessions?</li> <li>• Based on how students will be identified for tutoring, does a benchmark and progress monitoring assessment already exist, or does one need to be selected?</li> <li>• What materials will be used to determine group placement and ongoing progress monitoring?</li> </ul>
<b>Part 4 - Hiring, training, &amp; supporting tutors</b>	
<ul style="list-style-type: none"> <li>• Hiring Tutors</li> <li>• Tutor Expectations &amp; Performance Management</li> <li>• Training Tutors: Pre-Service</li> <li>• Training Tutors: In-Service</li> </ul>	<ul style="list-style-type: none"> <li>• From where will we recruit tutors?</li> <li>• How will we select tutors who are most likely to be consistent and successful in building positive relationships with our students?</li> <li>• What skills will we select for and what skills will we train tutors in?</li> <li>• What expectations and processes will be set for tutors to ensure effectiveness and safety?</li> <li>• How does performance management work for tutors?</li> <li>• How will the program train and support tutors?</li> </ul>
<b>Part 5 - Next steps</b>	

# Comparing High Impact Tutoring to Supplemental Instruction under HB4545

High Impact Tutoring	Supplemental Instruction under HB4545
<ul style="list-style-type: none"> <li>• Effective for grades PK-12</li> <li>• Can be required or voluntary (opt-in or opt-out)</li> <li>• Can be universal, needs-driven, or curriculum-driven</li> <li>• Effective for up to 4 students per trained tutor</li> <li>• Highest effect sizes are for 10+ week programs, 3-5 tutoring sessions/week, 30-60 minutes per session</li> </ul>	<ul style="list-style-type: none"> <li>• Specific to grades 3-8 or EOC</li> <li>• Required for students who fail to perform satisfactorily on STAAR*</li> <li>• Is needs-driven</li> <li>• Must have student to tutor ratio of 3:1 or less**</li> <li>• Provides no less than 30 hours of instruction, at least one session/week during school year</li> </ul>

## Similarities

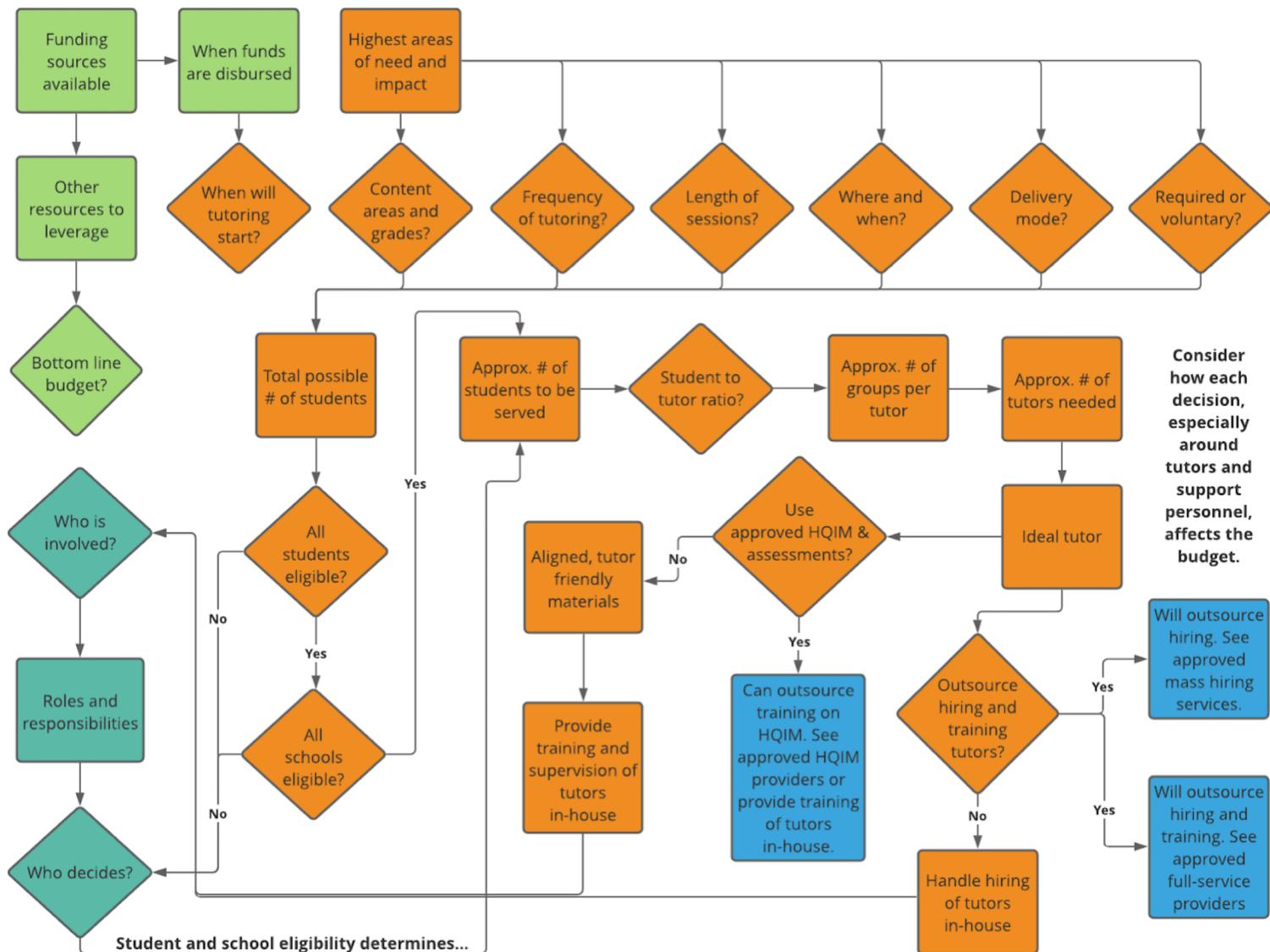
Supplements core instruction (does not supplant)

Utilizes high quality instructional material that is designed for supplemental instruction, i.e. tutor-friendly, skills-based curriculum

Employs well-trained, consistent tutors with ongoing support and oversight from program leads

\*If not assigned to master, exemplary, or recognized classroom teacher in the applicable subject area  
 \*\*Unless parent/caregiver authorizes larger group

# High Impact Tutoring Decision Chart



## Reintroduce /



**Goal:** Given a printed letter, the student can say its sound.

**In a Nutshell:** (5–8 minutes)

Students take turns saying the letter sound to erase it from the board.

### MATERIALS

- Board to write on.

### PREPARE

Write the letter / on the board.

### MODEL

- 1 Point to the letter /.



Let's review the sound for this letter. What's the sound? Students: // Good: // like in the word *laugh*.

- 2 Write a mix of 12 letters on the board, arranged randomly. Write one / for each student in your group plus one. Intersperse those letters with other letters dissimilar in appearance to /.



You are going to take turns coming up to the board. You will look for the letter /, say its sound, and trace it with your finger to erase it. Remember to carefully trace over it with your finger so that only the letter disappears. My turn first: // // . Trace the letter and say the sound. As you trace the letter, it should disappear.

### PRACTICE



Now it's your turn.

Call on an individual student to come up to the board to say the correct sound as he or she erases the letter by tracing it.

- 5 If a student says the sound for one of the other letters, remind the student that he or she only needs to make the sound of the letter / and ask him or her to try again.



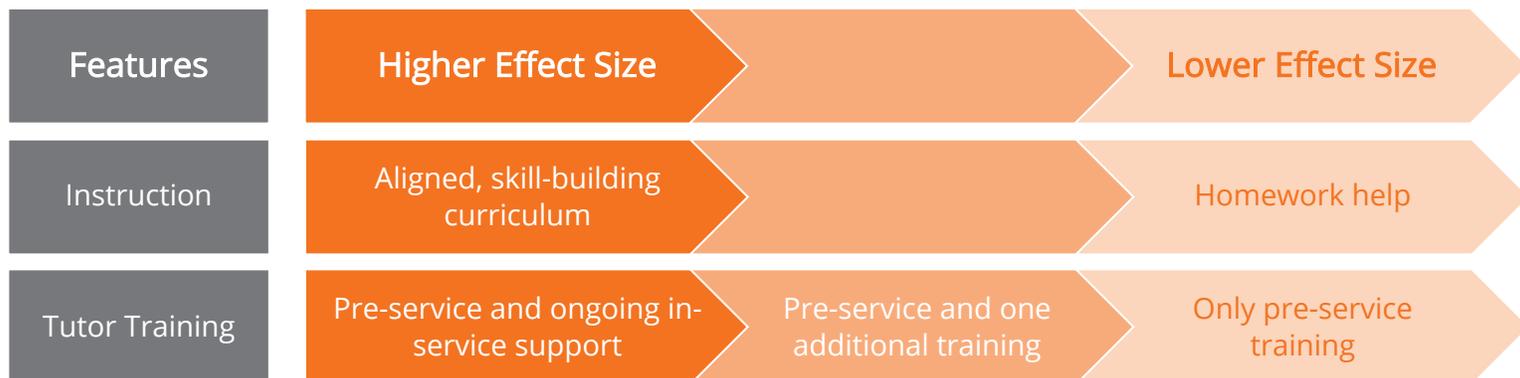
### Support

Write fewer distracter letters on the board. Show the students the / letter card.



### Challenge

Write words containing the target letter on the board. Have students find the target letter in the words.



Adapted from EdTrust, March 2021

## Effect Sizes

**Instruction:** The quality of the materials tutors have at their disposal will undoubtedly correlate with the quality of the tutoring instruction itself. As is expected in the classroom, tutoring sessions should similarly deploy high quality, grade-level appropriate, and rigorous instructional materials. These materials will also likely be more effective if they align with the classroom curriculum.

The content tutors teach to students may be generic (e.g., based on certain subject or grade-level standards) or aligned with the curriculum students are learning in their classrooms. Because many of the most effective tutoring programs occurred during school, it is possible that students make more learning gains when the tutoring curriculum complements and is responsive to the classroom instruction students receive. It would appear that successful tutoring programs do make efforts to align their curricula, but we still lack clear empirical support to definitively say that tutoring interventions that are aligned with the curriculum are better than those that are not.

Tutors who are less familiar with teaching and who have less training can benefit from more specific directions like a highly structured curriculum, which can help them effectively present material.

**Tutor Training:** Successful tutoring programs tend to involve intensive training—often at least a couple of weeks—and ongoing support throughout the program, including structured materials and curriculum. All tutors should receive pre-service training that covers the goals of the curriculum, strategies for managing individual or small tutoring sessions, as well as instructions around key program features and guidelines. Training should also ensure that tutors build relationships with students and setting high expectations early on. Tutoring programs that encourage tutors to ask students open-ended questions, provide a variety of learning tools, and offer guidance on pacing likely increase tutors’ abilities to bring about student gains.

It also is helpful to provide tutors who are teachers some training on the specific goals of the curriculum. Throughout the course of tutoring programs, ongoing training and individual coaching should be used to strengthen tutors’ curriculum delivery. There is some suggestive evidence that tutoring programs that employ school-based coordinators who connect tutors to teachers may be more successful.

Retrieved from National Student Support Accelerator, 2021 and EdTrust 2021:  
[https://studentsupportaccelerator.org/sites/default/files/Accelerator\\_Research\\_Agenda.pdf](https://studentsupportaccelerator.org/sites/default/files/Accelerator_Research_Agenda.pdf)  
<https://edtrust.org/wp-content/uploads/2021/03/Targeted-Intensive-Tutoring-as-a-Strategy-to-Solve-Unfinished-Learning-March-2021.pdf>

## What materials will be used for core tutoring sessions?

- Pre-created tutor-friendly materials aligned to TEKS and core instruction
- District-created tutor-friendly materials aligned to TEKS and core instruction
- Teacher-created tutor friendly materials aligned to TEKS and core instruction

How does research and data help me make decisions about selecting high quality instructional materials?

# HQIM for Tutoring: Case Study

Amplify.

Refer to Workshop 3 Case Studies at <https://amplify.com/tea-consultancy/>

<p><b>What drove the district's decision to choose the existing HQIM for tutoring?</b></p>	
<p><b>How were these materials similar and different to those used previously?</b></p>	
<p><b>What impact did the selected HQIM have on tutoring?</b></p>	
<p><b>Additional Notes</b></p>	

**Based on how students will be identified for tutoring, the benchmark and progress monitoring assessment(s):**

- Already exist, are aligned to selected HQIM, and are accessible to schools and districts
- Already exist, but are not aligned to selected HQIM and/or currently easily accessible to schools and districts
- These measures exist in part, but will need to be modified to be aligned and/or accessible
- Need to be developed, aligned to selected HQIM, and made accessible

How will we track and monitor students' academic progress?

# Progress Monitoring: Case Study

Amplify.

Refer to Workshop 3 Case Studies at <https://amplify.com/tea-consultancy/>

<p><b>What was the district's approach to benchmarks and progress monitoring?</b></p>	
<p><b>What were some of the lessons learned along the way?</b></p>	
<p><b>Additional Notes</b></p>	

## From where will we recruit tutors?

- Colleges and universities
- Community-based organizations
- Retired teachers
- Paraprofessionals
- Local community members
- Other: \_\_\_\_\_

## What skills will we select for and what skills will we train tutors in?

Tutor skills we select for:

Skills on which we will provide training:

How will we select tutors who are most likely to be consistent and successful in building positive relationships with our students?

# Hiring Tutors: Case Study

Refer to Workshop 3 Case Studies at <https://amplify.com/tea-consultancy/>

<p>What appear to be the crucial components when constructing a hiring plan?</p>	
<p>What are some of your key takeaways from examining the sample hiring plan?</p>	
<p>Additional Notes</p>	

## Description:

A pioneer in K-12 education since 2000, Amplify is leading the way in next-generation curriculum and assessment. Our captivating core and supplemental programs in ELA, math, and science engage all students in rigorous learning and inspire them to think deeply, creatively, and for themselves. Our formative assessment products turn data into practical instructional support to help all students build a strong foundation in early reading and math. All of our programs provide teachers with powerful tools that help them understand and respond to the needs of every student. Today, Amplify serves more than three million students in all 50 states. For more information, visit [amplify.com](http://amplify.com).

Amplify has provided core curriculum, intervention resources, digital assessments, and high-impact coaching and professional development to support data-driven instruction among K-12 educators for nearly two decades.

Among its services, Amplify works in close partnership with Urban School District to offer small group virtual reading tutoring. Students in Kindergarten through Fifth Grade will meet virtually with a Reading Tutor throughout the school year to build early literacy skills and close the achievement gap. Tutors will be trained in Amplify's small group tutoring intervention program and assessment.

## Position Summary

The Reading Tutor will play a critical role in supporting small groups of growing readers virtually, multiple times a week. Reporting to the Program Manager of Tutoring Services, the Tutor will use Amplify's small group tutoring intervention program to deliver tutoring sessions virtually and monitor students' progress.

The successful candidate will be an enthusiastic, results-driven, and self-starter individual who enjoys working with young children and developing learning skills through game-like activities. The individual must provide consistent, outstanding support to students and be a strong communicator with parents and teachers. They will combine a capacity for technology and strong relationship-building skills.

\*\*While this part-time position is virtual, it is preferable that the Reading Tutor reside within the greater metro area and be a member of the city community.

## Responsibilities Of The Reading Tutor:

- Provide direct, virtual tutoring services to small groups of students in grades Kindergarten through Fifth Grade, multiple times per week, throughout the school year
- Monitor progress of students' reading ability virtually to determine if tutoring instruction is working or needs adjustments
- Prepare for virtual tutoring sessions based on provided small group lesson plans
- Track student attendance for tutoring groups on a daily basis
- Implement feedback from program manager and professional development coach
- Communicate clearly and consistently with teachers and parents on student goals and achievements
- Regularly read and review email and communication from the tutor leadership team to keep informed on program changes and updates.
- Attend synchronous or asynchronous bi-weekly tutor meetings with project manager
- Attend and engage during virtual training and onboarding
- Contribute to project-level feedback and reporting for internal and external stakeholders

## Basic Qualifications of the Reading Tutor:

- Fluent English speaker
- Reliable, dependable, and on time to all commitments
- High School level proficiency with reading competencies
- Comfortable with technology (Google Meet, Google Docs, Google Sheets, other online platforms)
- Enjoys working with Kindergarten through Fifth Grade students
- Available for part time assignments from 9 to 30 hours per week with reliable and consistent schedule throughout the 2021-2022 school year
- Experience preparing and leading instructional activities or games with small groups of children (ideally virtually)
- Ability to communicate clearly and effectively with parents, teachers, and program manager

## Preferred Qualifications of the Reading Tutor:

- Tutoring experience
- Knowledge of early reading skills

Structure	Time	Description & Objectives	Measured Competencies
<b>Information Session</b>	20 min	<ul style="list-style-type: none"> <li>• Mass information sessions held every Tuesday and Thursday am &amp; pm</li> <li>• Overview of the role</li> <li>• Drive candidates towards application</li> <li>• Drive candidates towards site for Performance Task</li> <li>• Answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• On time</li> <li>• Professional</li> <li>• Polite</li> </ul>
<b>Application</b>	N/A	<ul style="list-style-type: none"> <li>• Needed for HR/ candidate information</li> <li>• Automated email response to all applicants driving them to</li> <li>• 1) Optional Information session, and</li> <li>• 2) site for Performance Task</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> </ul>
<b>Performance Task</b>	15 min	<ul style="list-style-type: none"> <li>• On an open site, there is a performance task where a candidate must plan 3-5 min. activities and record themselves teaching. One written task will be included. Performance should be sent to xxxxx@amplify.com, where they will be reviewed &amp; scored.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to follow written directions</li> <li>• Planning and Preparation</li> <li>• Ability to follow lesson plan</li> <li>• Positive &amp; energetic</li> <li>• Clear communicator</li> <li>• Technology aptitude</li> <li>• Written communication</li> <li>• Reflective and open to feedback</li> </ul>
<b>Group Interview (3-5 candidates)</b>	30 min	<ul style="list-style-type: none"> <li>• If tutor's Performance Task exceeds a cut score, reviewer sends candidate an email with a link to sign up for a group interview.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Fluency</li> <li>• Instruction and Reflection</li> <li>• Professionalism</li> <li>• Problem Solving and Interpersonal</li> </ul>
<b>Offer Letter/ Fingerprinting/ TCW start</b>	N/A	<ul style="list-style-type: none"> <li>• If a tutor exceeds score in group interview, interviewer sends offer letter with information for fingerprinting/ next steps to begin TCW onboarding.</li> </ul>	

# Sample Performance Task for Hiring Tutors

## Reading Tutor: Performance Task Directions:

HR to send email below with PDF attachment of the activities.

We are excited that you are interested in joining our Amplify Tutor cohort! **Please make sure to read the information below to ensure that you complete the required performance tasks within 48 hours of attending your informational session.**

We ask you to complete these 2 performance tasks:

**Record yourself teaching 2 activities (details below)**

**Write a hypothetical response to the program manager (details below)**

These two tasks will help us predict your success as an Amplify tutor. These tasks align to what you will be required to do as a reading tutor. As a Reading Tutor, you will meet regularly with a small group of elementary students. You will receive lesson plans based on the students' assessments. You will need to prepare and plan for each lesson based on the plan. Please complete the two tasks below as part of your performance task.

Task	Description				
1	<p><b>Record yourself teaching 2 activities</b> You have a group of students that need the 2 activities (attached to this email).</p> <p>A. Review the 2 activities in this lesson.</p> <p>B. Plan and prepare to lead the activities:</p> <ul style="list-style-type: none"><li>Digital materials are available, but you are not required to use them.</li></ul> <table border="1"><tr><td>Activity 1: Introduce u</td><td>No digital materials</td></tr><tr><td>Activity 2: Digital Cards for "Guess My Word: Phonological Awareness Game"<sup>1</sup></td><td><a href="https://burst.amplify.com/#/cards/picture/picture-guess-my-word/1y-word/1">https://burst.amplify.com/#/cards/picture/picture-guess-my-word/1y-word/1</a></td></tr></table> <p>C. Record yourself "teaching" <b>both</b> of these activities.</p> <ul style="list-style-type: none"><li>You do not have to teach the activities to real children (you can pretend).</li><li>You do not have to be fancy- it can be recorded on a phone and the video emailed.</li></ul>	Activity 1: Introduce u	No digital materials	Activity 2: Digital Cards for "Guess My Word: Phonological Awareness Game" <sup>1</sup>	<a href="https://burst.amplify.com/#/cards/picture/picture-guess-my-word/1y-word/1">https://burst.amplify.com/#/cards/picture/picture-guess-my-word/1y-word/1</a>
Activity 1: Introduce u	No digital materials				
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2	<p><b>Respond to the Program Manager Task</b> The program manager joins one of your sessions that you planned with best intentions, but during the lesson, everyone got off track and you did not finish. The program manager asks you for a follow-up support meeting and asks you where you need support and how you can improve for your next tutoring session. Write an email to the program manager detailing: <b>Where you want support and Strategies you will implement to improve next time</b></p>				

Please send the recording of your 2 videos for task #1 as well as your written responses to task #2 to [xxxxx@amplify.com](mailto:xxxxx@amplify.com).

A reviewer will score your performance task; if your submission meets expectations, we will email you information to schedule a remote, "in-person" GoogleMeet interview.

Thank you for your interest!

## Tutor Interview Rubric

### Provide a QUICK introduction of yourself and your role at Amplify

- I. Greeting – Thank you for your interest in this tutoring opportunity and for completing the questionnaire and performance task. Based on our review of those materials we believe you may be a viable candidate for the role and wanted to take some time during this interview to provide you with additional details on Amplify, the tutoring program and the responsibilities.
- II. Overview – Amplify is working with a large urban public school district to provide reading tutoring services to their K-5 students as part of their response to support students attending class virtually from their homes in the wake of the Covid-19 pandemic. The district’s teachers use Amplify’s mClass as an assessment tool and so have asked us to partner with them in identifying local candidates to engage with students in thirty minutes tutoring sessions several times a week. We understand that everyone has been impacted by the pandemic and so we are offering both full-time and part-time schedules.
- I. Training – Beginning in when you're hired you will receive 25-30 hours of training from Amplify on the use of mClass, mCLASS Intervention and the expectations for the tutoring sessions.
- I. Compensation – Tutors will be compensated for the 25-30 hours of training at a rate of \$XX per hour. When tutors begin conducting tutoring sessions the tutor rate will increase to \$XX-\$XX per hour based on formal tutoring experience.
- I. Questions – Do you have any additional questions I can answer before we begin the next part of the interview?

Save this document as: **candidates' name\_Interview\_score\_yourinitials**

# Sample Interview Questions for Hiring Tutors

(p. 2)

Teaching the Activity & Debrief		0	2	4	6	NOTES
<b>1</b> <b>(Role Play: teaching the activity)</b>	For your Performance Task, you were asked to record 2 activities. As part of this interview, we're going to start with you teaching me the activity that you did not record. So, we'll role play for 5 minutes. I'll be a student.	<ul style="list-style-type: none"> <li>Unprepared</li> <li>Does not follow activity lesson</li> </ul>	<ul style="list-style-type: none"> <li>Follows activity plan</li> <li>Uncomfortable and poorly planned</li> <li>Does not expect any engagement from you (student)</li> </ul>	<ul style="list-style-type: none"> <li>Follows activity plan</li> <li>Has some plan, but refers to the script for the majority of the time</li> <li>Pacing is too slow/ too fast</li> </ul>	<ul style="list-style-type: none"> <li>Clearly planned with materials</li> <li>Very comfortable with activity plan</li> <li>Good pacing of the activity and expects engagement from you (student)</li> </ul>	
<b>2</b> <b>(Debrief planning/ teaching)</b>	<ul style="list-style-type: none"> <li>What was the easiest/ most difficult part of preparing for these activities?</li> <li>What were the easiest and most challenging parts of leading these activities?</li> </ul>	<ul style="list-style-type: none"> <li>I didn't prepare</li> <li>I read it once</li> </ul>	<ul style="list-style-type: none"> <li>Describes only frustration and overall very challenging task for preparation and leading</li> </ul>	<ul style="list-style-type: none"> <li>Describes some challenges, but mostly ability to persevere</li> <li>Describes overall enjoyment in planning and leading</li> </ul>	<ul style="list-style-type: none"> <li>Is passionate and describes enjoyment in planning and leading activities</li> <li>Minor challenges described, but overall ease</li> </ul>	
		<b>Teaching the Activity &amp; Debrief Score: _____ /12</b>				

Interview Questions		0	1	2	3	NOTES
<b>3</b> <b>(Overview)</b>	What attracted you to this position and/or Amplify?	I need a job	<ul style="list-style-type: none"> <li>To gain experience as a tutor</li> <li>Kids are "cute"</li> </ul>	<ul style="list-style-type: none"> <li>Desire to make an impact</li> <li>Enjoy working with children</li> </ul>	<ul style="list-style-type: none"> <li>Passionate about children/ reading/ helping</li> <li>Desire to make an impact</li> </ul>	
<b>4</b> <b>(Effectiveness)</b>	<ul style="list-style-type: none"> <li>As a tutor, how will you know you are effective?</li> <li>What aspects of tutoring do you feel you will be strongest in?</li> <li>What aspects do you think will be challenging?</li> </ul>	<ul style="list-style-type: none"> <li>I don't know</li> <li>I don't think anything will be challenging</li> </ul>	<ul style="list-style-type: none"> <li>Describes an effective tutor as someone that builds relationships only</li> <li>Only focuses on "mentorship"</li> </ul>	<ul style="list-style-type: none"> <li>Describes relationship building</li> <li>Describes engaged students</li> <li>Describes students learning new content knowledge and growing as readers</li> </ul>	<ul style="list-style-type: none"> <li>Describes relationship building</li> <li>Describes engaged students</li> <li>Describes students learning new content knowledge and growing as readers</li> <li>Describes previous experiences and real examples of strengths/ challenges</li> </ul>	

# Sample Interview Questions for Hiring Tutors

(p. 3)

		0	1	2	3	NOTES
<b>5 (Using Data)</b>	<ul style="list-style-type: none"> <li>What are some ways that you have used data to monitor your progress towards a particular goal?</li> <li>Do you feel comfortable analyzing data?</li> <li>What are some challenges you have with data?</li> </ul>	<ul style="list-style-type: none"> <li>I hate data</li> <li>I've never used data</li> </ul>	<ul style="list-style-type: none"> <li>Gives an example in real life: I've used grades on a test to see how I'm going to earn the grade I want</li> <li>Doesn't feel comfortable and has a lot of challenges</li> </ul>	<ul style="list-style-type: none"> <li>Provides 2+ ways that they monitor progress towards a goal</li> <li>Feels mostly comfortable analyzing data; asks when they don't know</li> </ul>	<ul style="list-style-type: none"> <li>Provides 2+ ways that they monitor progress towards a goal</li> <li>Feels very comfortable with data</li> <li>Few challenges</li> </ul>	
<b>6 (Organization and Professionalism)</b>	<ul style="list-style-type: none"> <li>What strategies or tools do you use to keep yourself organized when you have to balance many tasks?</li> <li>Imagine your tutoring session is about to start and you have a problem getting onto the session. What do you do?</li> </ul>	<ul style="list-style-type: none"> <li>I'm not organized at all</li> <li>I just wouldn't join</li> </ul>	<ul style="list-style-type: none"> <li>Describes one strategy for organization, but describes overall not organized as a person</li> <li>Describes strategies such as "keep trying" or continuing to try by themself</li> </ul>	<ul style="list-style-type: none"> <li>Describes strategies to keep organized, but does not have a lot of experience with balancing many tasks</li> <li>Describes some strategies to reach out, but either family/ friends or strategies that will not yield timely support (reach out to program manager later in the day)</li> </ul>	<ul style="list-style-type: none"> <li>Describes multiple strategies with examples they have used to balance many tasks</li> <li>Describes efficient strategies to reach out to Amplify for support: email/ call/ text/ slack PM or IT</li> </ul>	
<b>Questions Score: _____ / 12</b>						

# Sample Interview Questions for Hiring Tutors

(p. 4)

Overall Professionalism Score		0	1	2	3	NOTES
	Professionalism	<ul style="list-style-type: none"> <li>Tardy</li> <li>Does not demonstrate a positive attitude</li> <li>Distracted</li> <li>Unprofessional appearance</li> </ul>	<ul style="list-style-type: none"> <li>Tardy</li> <li>Does not demonstrate a positive attitude</li> <li>Distracted</li> <li>Unprofessional appearance</li> </ul>	<ul style="list-style-type: none"> <li>On time</li> <li>Demonstrates a positive attitude</li> <li>Professional appearance</li> <li>Not distracted</li> <li>Demonstrates clear communication skills</li> </ul>	<ul style="list-style-type: none"> <li>On time</li> <li>Not distracted</li> <li>Professional appearance</li> <li>Demonstrates a positive attitude</li> <li>Demonstrates clear communication skills and asks relevant questions</li> </ul>	
		<b>Professionalism Score: _____/3</b>				

+ Teaching the Activity and Debrief (\_\_\_/12)  
 + Questions (\_\_\_/12)  
 + Professionalism (\_\_\_3)  
 = \_\_\_\_\_ Overall Rating

Overall Rating	Result
22-27	Tier 1 Candidate <i>(Top Candidate)</i>
16-21	Tier 2 Candidate <i>(Great Potential)</i>
11-15	Tier 3 Candidate <i>(Questionable - Proceed with Caution)</i>
0-10	Do Not Hire

Component	Notes
<p><b>Job Title:</b> Keep it simple. “Creative” titles won’t show up in search results. Include grade level &amp; content area.</p>	
<p><b>Overview of Tutor Role:</b> Limit this to one paragraph and put it <i>first</i> in the job description. Provide information about model dimensions:</p> <ul style="list-style-type: none"> <li>• Where will tutors work?</li> <li>• Teaching what?</li> <li>• How often?</li> <li>• With how many students?</li> </ul> <p>Use “you” phrasing (i.e. “You will meet with a group of 3 students twice a week...”).</p>	
<p><b>Overview of Tutoring Program:</b> Limit this to one paragraph and put it <i>second</i> in the job description. Include language from your value proposition describing the challenge and the approach of your program.</p>	
<p><b>Tutor Responsibilities:</b> Briefly list what tutors will actually do-- the everyday actions that tutors will take in order to make progress on program goals. Begin each item with a specific and meaningful verb, and include a catch-all phrase (“other duties as necessary”).</p>	
<p><b>Qualifications:</b> Identify the criteria that will be used to evaluate applications and select tutors. Name what criteria make an applicant eligible in each category below:</p> <ul style="list-style-type: none"> <li>• <i>Education level:</i> High school diploma, in college, college degree, graduate coursework/degree, etc.</li> <li>• <i>Required Content Knowledge:</i> Do you require specific college majors or coursework? A minimum or preferred GPA? If none/minimal, clearly say so (to broaden your applicant pool).</li> <li>• <i>Legal Requirements:</i> USA work eligibility, background checks (and who pays for them), etc.</li> </ul>	

Component	Notes
<p><b>Beliefs and Mindsets:</b> Make these clear to help find and attract candidates who actually share your values. Though harder to measure, these are more important than skills, which are easier to train for. For example:</p> <ul style="list-style-type: none"> <li>• Commitment to equity</li> <li>• Growth mindset (for self and students)</li> <li>• High expectations</li> <li>• Etc.</li> </ul>	
<p><b>Skills and Qualities:</b> Distinguish <i>required</i> skills (what you select for) from ideal skills (what you <i>train</i> for). List community-specific skills (e.g. Spanish fluency); this may also help diversify your cohort of applicants. For example:</p> <ul style="list-style-type: none"> <li>• Clear communicator</li> <li>• Engaging &amp; relatable to students</li> <li>• Empathetic listener</li> <li>• Etc.</li> </ul>	
<p><b>Compensation &amp; Benefits:</b> Include this information so that applicants do not make assumptions or research and find outdated or inaccurate information. Share about:</p> <ul style="list-style-type: none"> <li>• Pay: Is this a volunteer or paid role?</li> <li>• Pay Rate: Fixed hourly wage? Stipend? Salary range? Will you establish pay steps?</li> <li>• Pay Variability: If pay is variable, what does it depend on? Prior experience? Longevity in the role? Make it clear.</li> <li>• Benefits &amp; Perks: Will tutors receive health insurance? Will tutors receive college credit? Student loan forbearance? Tuition remission? An education award?</li> </ul>	
<p><b>Equal Opportunity Statement:</b> This is a critical component of the tutor job description, even if applicants might not read it in detail. After drafting your EEO statement, reread your full job description to ensure these values are integrated throughout and biased language (around race, gender, race, religion, etc.) is corrected.</p>	

What's on the list of non-negotiable tutor expectations?

What expectations and processes will be set for tutors to ensure effectiveness and safety?

Who do we need to consult from legal and human resources once expectations and related performance management plans are drafted for feedback?

# Tutor Expectations & Performance Case Study

Amplify.

Refer to Workshop 3 Case Studies at <https://amplify.com/tea-consultancy/>

<p>What were some tutor expectations that you plan to replicate in your program? Why?</p>	
<p>What were some tutor expectations that you hadn't considered or were surprised by?</p>	
<p>Additional Notes</p>	

## What can the program expect from its tutors?

Communication Norms		
<p><b>General Expectations</b></p> <p>Tutors should check their emails at least once a day and respond to emails within 48 hours</p> <p>Tutors will receive biweekly internal newsletters with program updates and are expected to read and verify receiving it within 48 hours</p> <p>Tutors also should join the appropriate Slack channel</p> <p>Tutors should directly respond to teacher emails and copy the program manager</p> <p>Tutors should NEVER directly communicate outside of class with students or caregivers</p>	<p><b>Tutor-Program Staff Communications</b></p> <p>Tutors will receive a biweekly programmatic newsletter covering:</p> <ul style="list-style-type: none"> <li>Logistical and program-related information</li> <li>Tutoring-related items</li> <li>Professional development items</li> <li>Shout-outs</li> <li>Tutor spotlights</li> </ul> <p>Tutors and staff will use Slack for urgent Q&amp;A as well as general advice and questions</p> <p>At the end of every tutoring session, via Google Form, tutors will share attendance and student progress</p>	<p><b>Tutor-Student/Family Communications</b></p> <p>Tutors should NEVER directly communicate outside of class with students or caregivers. If there is something to communicate, tutors should contact the project manager to share and develop next steps</p>

Job Duties		
<p><b>Collaboration with Colleagues</b></p> <p>Tutors primarily collaborate with the tutoring team</p> <p>Tutors are encouraged to share resources and ideas in the Slack channel</p> <p>Tutors are welcome to practice session facilitation with one another</p> <p>Tutors should upload any decks/activities they are willing to share in the collaboration folder on Google Drive</p>	<p><b>Preparation Before Sessions</b></p> <p>Tutors should spend up to 30 minutes preparing the assigned lesson for the tutoring session</p> <p>All materials (usually a Jamboard or Google Slides) should be created in advance and loaded before students enter the virtual room</p> <p><b>Structure During Sessions</b></p> <p>Tutors should be logged on exactly when the session starts or they will be considered late</p> <p>Even if no students show, tutors must stay on the live link the entire tutoring block</p> <p>Tutors are expected to have their videos on at all times</p> <p>Tutors should facilitate a welcome / culture building exercise prior to each lesson</p>	<p><b>Paperwork/Reporting After Sessions</b></p> <p>After every session, tutors must submit a form sharing attendance, lesson taught, and strengths and needs of students</p> <p>When a tutor administers a progress monitoring assessment, they must denote the results in the platform</p>

# Setting Expectations with Tutors Template (p. 1) Amplify.

*What are our program expectations, policies, and procedures? How will we communicate these policies verbally and in writing?*

## What can tutors expect from the program?

Employee Rights	Training & Support
	Performance Evaluation

## What can the program expect from its tutors?

Program Commitments		
Location	Yearlong Time Commitment	Punctuality & Attendance

Adapted from <https://studentsupportaccelerator.com/tutoring/tutors/screening-expectations/setting-expectations-tutors>

# Setting Expectations with Tutors Template (p. 2) Amplify.

*What are our program expectations, policies, and procedures? How will we communicate these policies verbally and in writing?*

What can the program expect from its tutors?

## Communication Norms

General Expectations

Tutor-Program Staff  
Communications

Tutor-Student/Family  
Communications

## Job Duties

Role and Responsibilities

Preparation Before Sessions

Paperwork/Reporting After  
Sessions

Collaboration with Colleagues

Structure During Sessions

# Setting Expectations with Tutors: Template (p.3) Amplify.

*What are our program expectations, policies, and procedures? How will we communicate these policies verbally and in writing?*

## What can the program expect from its tutors?

### Professionalism & Professional Conduct

Professional Conduct	Performance Evaluation & Coaching  Program-Mandated Training	Legally-Mandated Training
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### Technology

Appropriate Use	Data Privacy & Ownership	Guidelines for Virtual Sessions
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# Setting Expectations with Tutors: Template (p.4) Amplify.

*What are our program expectations, policies, and procedures? How will we communicate these policies verbally and in writing?*

## What can the program expect from its tutors?

### Student Safety

Student Confidentiality Requirements

Media Releases

Interactions with Students

Social Media & Online Communication

<b>Program Commitments</b>	
<b>Communication Norms &amp; Use of Technology</b>	
<b>Job Duties</b>	
<b>Professionalism</b>	
<b>Student Safety</b>	

What topics will you need to prioritize during tutors' pre-service training?  
(check all that apply)

- Developing relationships with students
- Content proficiency
- Program-specific pedagogy
- Assessment and data analysis practices
- Age group-specific facilitation skills
- Tutor expectations and team building
- Supporting students with thinking and learning differences

How will the program train and support tutors?

# Pre-Service Tutor Training: Case Study

Amplify.

Refer to Workshop 3 Case Studies at <https://amplify.com/tea-consultancy/>

<p>How was initial training designed to bridge the gap between hiring criteria and the ideal tutor outline?</p>	
<p>Additional Notes</p>	

**What topics will you need to address during tutors' in-service support and training?**

*(check all that apply)*

- Developing relationships with students
- Content proficiency
- Program-specific pedagogy
- Assessment and data analysis practices
- Age group-specific facilitation skills
- Tutor expectations and team building
- Supporting students with thinking and learning differences

**What structures and supports will you provide tutors with over the course of the school year?**

- Pedagogical professional development sessions
- Subject- or curriculum-specific professional development sessions
- Peer observation and feedback
- 1x1 coaching
- Other: \_\_\_\_\_

**How will the program train and support tutors?**

# In-Service Tutor Training: Case Study

Amplify.

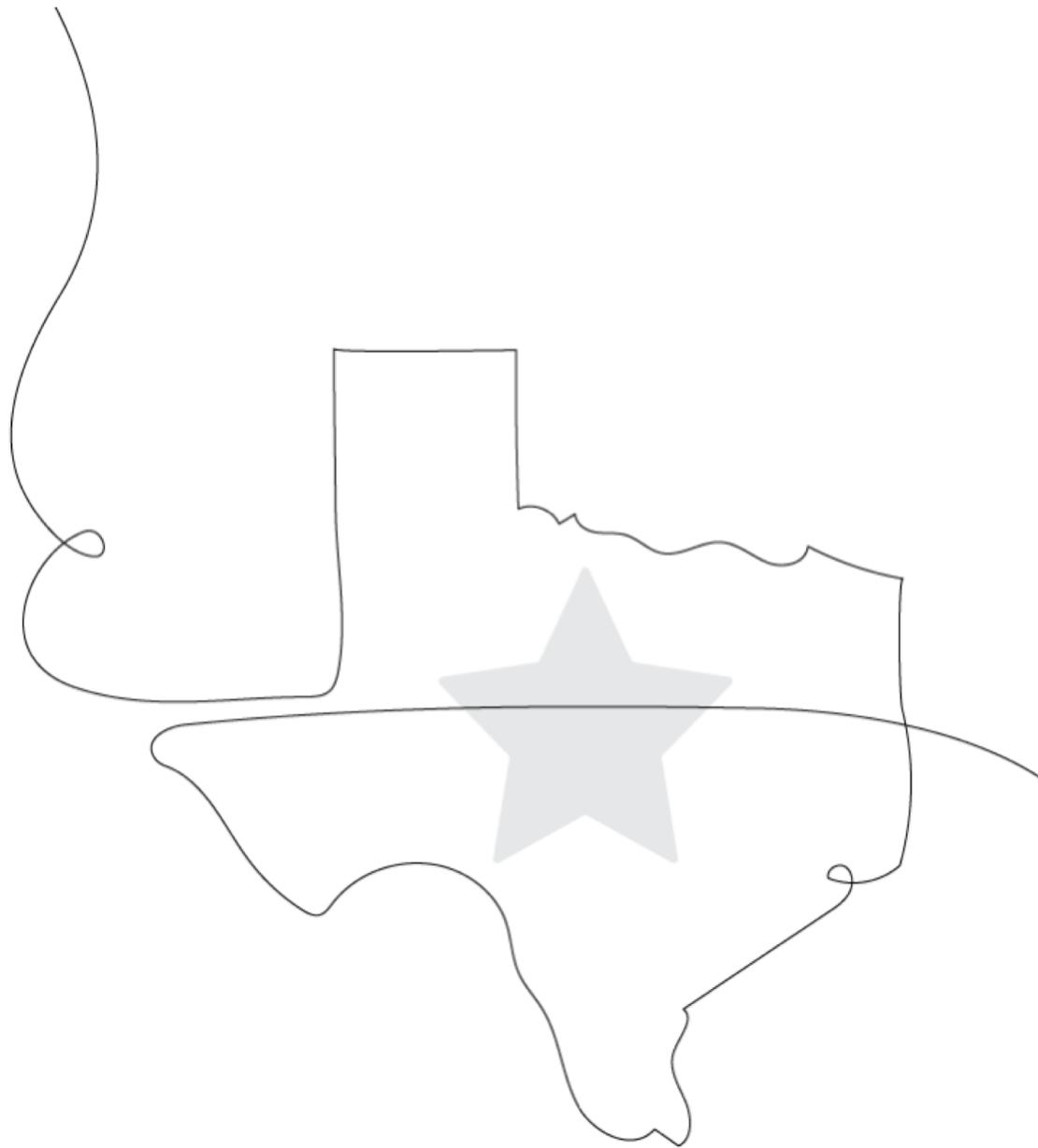
Refer to Workshop 3 Case Studies at <https://amplify.com/tea-consultancy/>

<p><b>How was in-service training topics initially determined?</b></p>	
<p><b>How did the list of in-service training topics evolve throughout the year?</b></p>	
<p><b>Additional Notes</b></p>	

Characteristic	Notes
<p><b>Revisit Prior Session Content:</b></p> <p>Do not assume that after one session of training on a particular topic, tutors will be experts. The most effective training programs refresh and build upon information covered during pre-service training.</p>	
<p><b>Predictable Cadence:</b></p> <p>Ensure that tutor training happens at a regular, predictable cadence and communicate dates and times for trainings to tutors well in advance. This allows tutors to prioritize attending training sessions and develop a sense of the arc of their learning and development over the course of the year.</p>	
<p><b>Develop a Flexible Scope &amp; Sequence:</b></p> <p>The scope and sequence maps out what skills tutors will cover during in-service training sessions and along what timeline. The scope and sequence is responsive to the needs of students and tutors and will likely evolve as the year progresses.</p>	
<p><b>Tutor-to-Tutor Learning:</b></p> <p>Include opportunities for tutors to learn from each other. Some possibilities include: Peer observations, best practice sharing, highlighting effective tutor practices as shout outs or features, etc.</p>	
<p><b>Feedback from All Stakeholders:</b></p> <p>Effective tutoring programs solicit and respond to feedback from all involved stakeholders, including:</p> <ul style="list-style-type: none"> <li>• Students themselves</li> <li>• Classroom teachers</li> <li>• School administrators</li> <li>• Returning tutors</li> <li>• Students' family members/supportive adults at home</li> </ul>	

Amplify.

# Appendix



# Setting Expectations with Tutors (p. 1)

*What are our program expectations, policies, and procedures? How will we communicate these policies verbally and in writing?*

## What can tutors expect from the program?

Employee Rights	Training & Support
<ul style="list-style-type: none"> <li>• How will the program keep tutors' private information confidential?</li> <li>• Does the tutor agree to let the program post images, video, etc. of them at work to social media?</li> <li>• What are the processes for discipline and termination if a tutor violates the program's expectations?</li> <li>• What employment, anti-harassment, and anti-discrimination laws must the program follow?</li> <li>• How can tutors report potential violations? What protections do they have against retaliation?</li> </ul>	<ul style="list-style-type: none"> <li>• What training and support will the program provide for tutors?</li> <li>• What training will be provided before tutors start work? When and where?</li> <li>• What ongoing support will be provided during work?</li> <li>• Who will support tutors, how, and how often?</li> </ul>
	Performance Evaluation
	<ul style="list-style-type: none"> <li>• What framework will be used to evaluate tutors' performance?</li> <li>• What does success look like in the tutor role?</li> </ul>

## What can the program expect from its tutors?

Program Commitments		
<p><b>Location</b></p> <ul style="list-style-type: none"> <li>• Where will tutors perform their work?</li> <li>• If your delivery mode is virtual, what software will they use?</li> </ul>	<p><b>Yearlong Time Commitment</b></p> <ul style="list-style-type: none"> <li>• How long does the tutor's contracted commitment to the program last? A summer? A year?</li> <li>• How many days per week will tutors work? How many hours? What are the clock-in and clock-out times?</li> </ul>	<p><b>Punctuality &amp; Attendance</b></p> <ul style="list-style-type: none"> <li>• What should a tutor do if they will be absent or late? How do tutors accrue and use paid time off?</li> <li>• What are the consequences of chronic lateness or absenteeism? What constitutes "chronic"?</li> </ul>

Adapted from <https://studentsupportaccelerator.com/tutoring/tutors/screening-expectations/setting-expectations-tutors>

# Setting Expectations with Tutors (p. 2)

*What are our program expectations, policies, and procedures? How will we communicate these policies verbally and in writing?*

## What can the program expect from its tutors?

Communication Norms		
<p><b>General Expectations</b></p> <ul style="list-style-type: none"> <li>• What are the baseline expectations for all tutors' work communication?</li> <li>• What constitutes professional language over email, phone, etc.?</li> <li>• What are the expectations for checking lines of communication outside working hours?</li> <li>• What constitutes a reasonable response time for calls or emails?</li> <li>• How should tutors use their phones during working hours?</li> </ul>	<p><b>Tutor-Program Staff Communications</b></p> <ul style="list-style-type: none"> <li>• What kind of information will tutors receive from program staff?               <ul style="list-style-type: none"> <li>- How often?</li> <li>- Through what channels?</li> </ul> </li> <li>• What kind of information will tutors need to share with program staff? How should they communicate it?               <ul style="list-style-type: none"> <li>- For example: scheduling absences, discussing challenging students, reporting concerning information students share, etc.</li> </ul> </li> </ul>	<p><b>Tutor-Student/Family Communications</b></p> <p>What are the policies around sharing tutor contact information with students, accessing student contact information, or communicating with students outside of sessions?</p> <p>Will the program expect tutors to communicate with families? If so, what policies must they follow?</p>

## Job Duties

<p><b>Role and Responsibilities</b></p> <p>Ensure these align with the Job Description tutors saw when they applied.</p> <p><b>Collaboration with Colleagues</b></p> <ul style="list-style-type: none"> <li>• With whom should tutors collaborate?</li> <li>• What does good collaboration look like?</li> </ul>	<p><b>Preparation Before Sessions</b></p> <ul style="list-style-type: none"> <li>• What materials must tutors prepare?</li> <li>• What must they set up before students arrive?</li> </ul> <p><b>Structure During Sessions</b></p> <ul style="list-style-type: none"> <li>• What needs to happen during each session?</li> <li>• What structure(s) should tutors follow?</li> </ul>	<p><b>Paperwork/Reporting After Sessions</b></p> <ul style="list-style-type: none"> <li>• What data must tutors document, and where?</li> <li>• What paperwork must they submit? To whom?</li> </ul>
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# Setting Expectations with Tutors (p. 3)

*What are our program expectations, policies, and procedures? How will we communicate these policies verbally and in writing?*

## What can the program expect from its tutors?

Professionalism & Professional Conduct		
<p><b>Professional Conduct</b></p> <ul style="list-style-type: none"> <li>• How should tutors act at work?</li> <li>• What dress code and language standards must tutors uphold during their work?               <ul style="list-style-type: none"> <li>- NOTE: Review these with a diverse team of staff to ensure there is no inherent bias in these expectations.</li> </ul> </li> <li>• What standards of ethical behavior must tutors meet? What program values must they uphold?</li> <li>• Are there specific restrictions based on institutional partnerships?               <ul style="list-style-type: none"> <li>- For example: AmeriCorps limits on political activity or drinking alcohol while wearing AmeriCorps logos, even off-the-clock</li> </ul> </li> </ul>	<p><b>Performance Evaluation &amp; Coaching</b></p> <ul style="list-style-type: none"> <li>• How will tutors be evaluated and coached?</li> <li>• How often will tutors be observed by supervisors (formally or informally) during their sessions?</li> <li>• How will tutors be evaluated? What are the expectations around implementing supervisor feedback?</li> </ul> <p><b>Program-Mandated Training</b></p> <ul style="list-style-type: none"> <li>• Which program-provided training is mandatory and which is optional?</li> </ul>	<p><b>Legally-Mandated Training</b></p> <ul style="list-style-type: none"> <li>• What specific trainings are required by state law?               <ul style="list-style-type: none"> <li>- For example: anti-sexual harassment, etc.</li> </ul> </li> <li>• Based on your state laws, will your tutors be Mandated Reporters?               <ul style="list-style-type: none"> <li>- If so, ensure that tutors undergo all required training.</li> <li>- Make it clear to whom they must report concerns and by what timeline</li> </ul> </li> <li>• What state-required training sessions must tutors complete? By when?</li> <li>• How will the program verify completion of these trainings?</li> </ul>

## Technology

<p><b>Appropriate Use</b></p> <ul style="list-style-type: none"> <li>• If computers (or other hardware) are issued to tutors, what constitutes appropriate use?               <ul style="list-style-type: none"> <li>- Outline the specific rules for using the program's hardware, particularly an internet use policy.</li> <li>- Outline prohibitions on using the technology provided by the program for any illegal purpose (e.g. software or media piracy) and lay out the consequences tutors will face for misusing technology.</li> </ul> </li> <li>• What else do tutors need to know about technology use for their work?</li> <li>• What are the approval requirements if a tutor is using their own hardware for work (e.g. personal laptop)?</li> </ul>	<p><b>Data Privacy &amp; Ownership</b></p> <ul style="list-style-type: none"> <li>• What best practices do tutors need to follow to keep student data safe and private?</li> <li>• Who owns the data on the program's computers or in its online systems?               <ul style="list-style-type: none"> <li>- Clearly state that any information stored on the technology provided by the organization is owned by the organization and can be monitored by the organization at any point.</li> </ul> </li> </ul>	<p><b>Guidelines for Virtual Sessions</b></p> <ul style="list-style-type: none"> <li>• If your Delivery Mode is Virtual or Blended, what are the expectations for virtual sessions?</li> <li>• Are tutors required to use specific software or meet certain baseline system requirements?</li> <li>• What are the expectations for tutors' home office environments during sessions (e.g. quiet, isolated, etc.)?</li> <li>• Will sessions be recorded?               <ul style="list-style-type: none"> <li>- Are tutors required to record sessions? If so, how? Where should recordings be saved, and how?</li> <li>- Are tutors allowed to record sessions? If not, why not? What laws might apply here?</li> <li>- What consent from students do tutors need to have prior to recording any sessions?</li> </ul> </li> </ul>
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# Setting Expectations with Tutors (p. 4)

*What are our program expectations, policies, and procedures? How will we communicate these policies verbally and in writing?*

## What can the program expect from its tutors?

### Student Safety

#### Student Confidentiality Requirements

- Share the definition of “student data” as Personally Identifiable Information, meaning any information that can be used to distinguish or trace an individual’s identity either directly or indirectly through linkages with other information.
- Make it clear that student information must be kept strictly confidential.
- Develop and share an exhaustive internal data policy that outlines guidance for how employees can use student data.

#### Media Releases

- What rules are there around tutors sharing or publishing aspects of their work?
- Can tutors speak with journalists about their work? If not, to whom should they direct interview requests?
- Can tutors share photos or videos of students on social media? (The answer is almost certainly no, but tutors may not realize this intuitively.) Have students and/or families signed media release consent forms?

#### Interactions with Students

- Depending on your context, tutor interactions with students may need supervision.
- Does a teacher need to be present or do other supervisors need to be present during tutoring? Supervision is often required during school day programs, but each district has its own requirements.
- If a teacher does not need to be present, what are the ways in which the program is ensuring student safety?
- Are virtual sessions recorded? Who is responsible for recording them, and how?
- Are there supervisory adults who cycle in and out of sessions?
- What happens if a tutor is alone with a student? Is there specific guidance for tutors to follow?

#### Social Media & Online Communication

- What kinds of tutor-student communication outside of sessions are allowed? What kinds are expected?
- Can students and tutors connect online? If so, which methods are approved, and which are not?