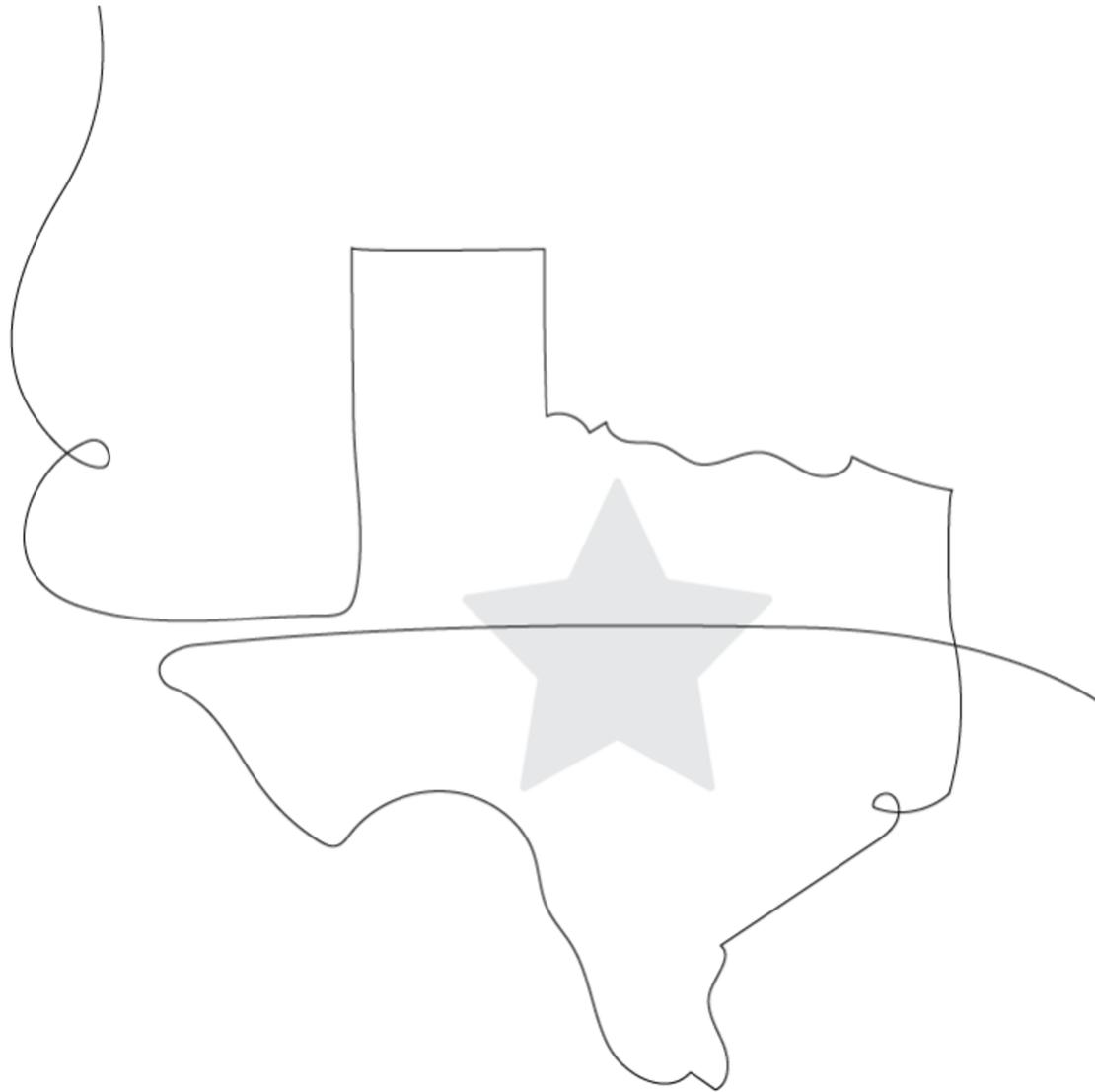Amplify.

# High-Impact Tutoring Workshop Series
# Planning Workbook 2

## Identifying Students & Budget Needs

TEA
Texas Education Agency

# Workbook 2: Table of Contents

Amplify.

## Outcomes (180 minutes)
*Participants will ground in best research practices and explore a case study in order to...*

- Determine criteria for identifying students and schools to participate in tutoring

- Set a goal for how many students will participate

- Identify the group size and tutor type(s) that best fit the program's needs and desired impact

- Estimate the number of tutors needed for your high impact tutoring program and investigate the impact it has on budget

## This week's key milestones

- Approximate **number of students served** and **criteria for selecting students and schools**

- The **ratio of students to tutor** in each group

- Approximate **number of tutors needed**

- **Draft budget** that includes tutor costs

# Agenda: Identifying Students & Budget Needs      Amplify.

| Topics | Essential Questions |
|---|---|
| **Part 1 - Welcome** | |
| **Part 2 - This Week's Focus** | |
| | How does this week fit into the larger picture of program design and implementation? |
| **Part 3 - Setting criteria for prioritization and group size** | |
| • Prioritization: Student Selection<br><br>• Group Size<br><br>• Prioritization: School Selection | • How will students be identified for tutoring?<br><br>• Who will decide which students receive tutoring?<br><br>• What is the student to tutor ratio?<br><br>• Which schools will offer tutoring?<br><br>• What else might impact student and school criteria and tutor costs?<br><br>• Approximately, how many students will the tutoring program serve? |
| **Part 4 -Determining the ideal tutor, tutor type(s), and program budget** | |
| • Ideal Tutor<br><br>• Tutor Type | • What are the critical qualities for tutors in this program?<br><br>• What tutor type(s) will be used for high-impact tutoring?<br><br>• How is the budget impacted by tutor selection choice?<br><br>• Approximately how many tutors will be needed? |
| **Part 6 - Next Steps** | |

# High Impact Tutoring Decision Chart
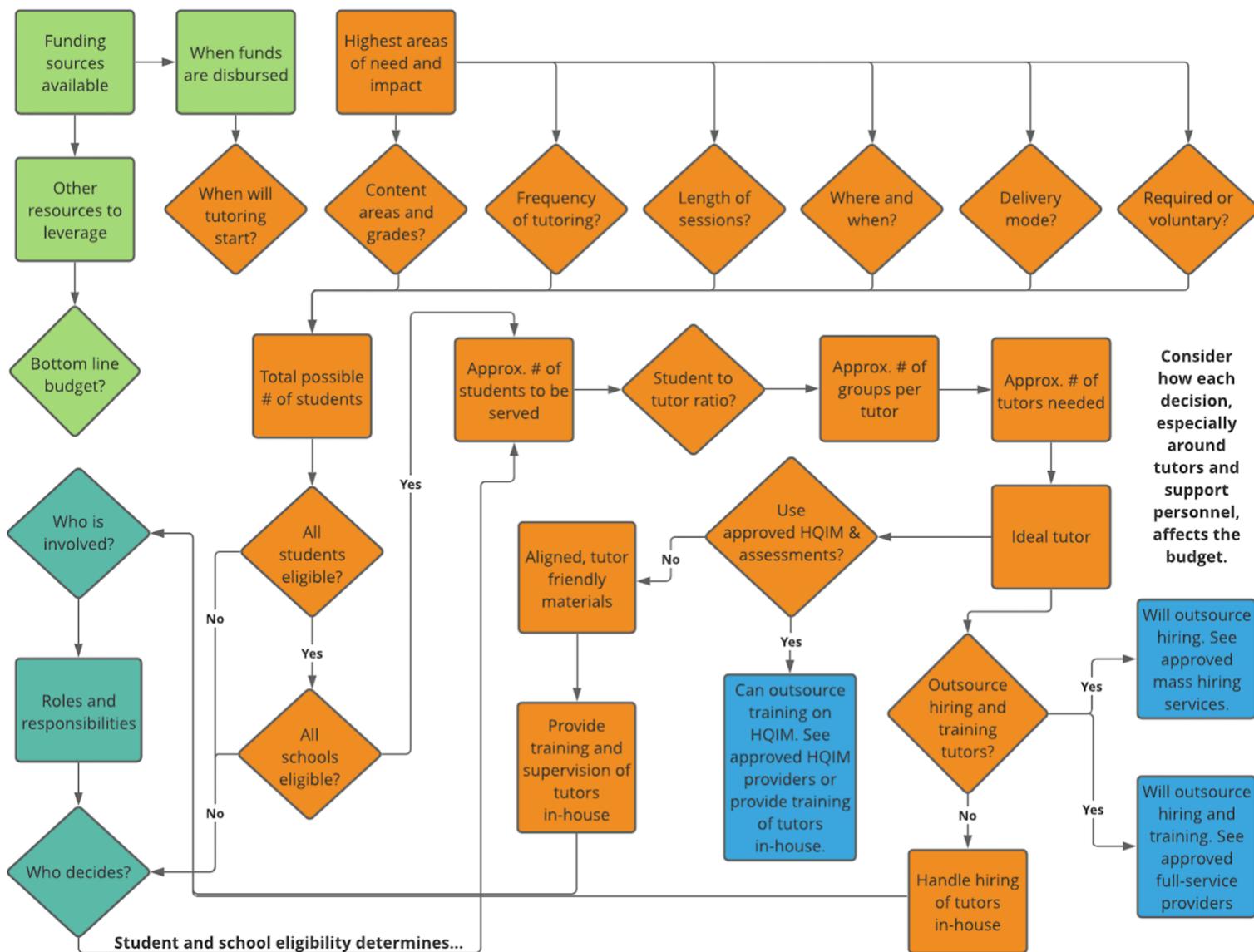
**Key**

- Information (rectangles)
- Decisions (diamonds)
- Resource Management (light green)
- Division of Responsibility (blue green)
- Program Design (orange)
- Outsource to approved providers (dark blue)

**Notes:**

1. Determine highest areas of need and impact (program aim), bottom line budget (resource management) and division of responsibility at district-level.

2. Prioritization - whether the program is needs-driven, curriculum-driven, or universal - will drive the approximate number of students to be served.

3. Student to tutor ratio, the number of groups per tutor, and ideal tutor (tutor type) will affect and be affected by the budget.

4. Consider how using approved providers for High Quality Instructional Material (HQIM) and for hiring/training will free up time, resources, and funds for support personnel.

# Key Models for Prioritization

| How will students be identified for tutoring? | | |
|---|---|---|
| **UNIVERSAL** | **NEEDS-DRIVEN** | **CURRICULUM-DRIVEN** |
| All students receive tutoring. | Tutoring is targeted to students who are struggling and perform below particular benchmark thresholds. | Tutoring is provided at critical moments when students generally tend to fall behind. |
| **Benefits:** This model may make tutored students feel less stigmatized, could address the needs of mid-performing students, and may provide a vehicle for high-performing students in underserved communities to excel.<br><br>**Potential Drawbacks:** Because all students receive tutoring, it is more costly. | **Benefits:** The majority of evaluated tutoring programs are need-based, so we know what makes them effective.<br><br>**Potential Drawbacks:** Students feel stigmatized. Positive framing is important with needs-driven tutoring.<br><br>**Note:** If under HB4545, you opt to provide supplemental instruction in the form of high-impact tutoring, your program will be needs-driven for at least grades 3-8. | **Benefits:** Students receive "just-in-time" support. One strong example is Reading Recovery, a program that focuses on tutoring in reading and writing during first grade because it is a crucial point for literacy development.<br><br>**Potential Drawbacks:** Requires a good deal of initial and ongoing training and support for tutors on how to utilize high quality instructional material (HQIM) aligned to the standards and core instruction to reinforce students' foundational skills. |
| **Context-Specific Considerations:** | **Context-Specific Considerations:** | **Context-Specific Considerations:** |

| | |
|---|---|
| What information/ data did the district consult to determine prioritization of students? | |
| How did the budget, if at all, play a role in setting the criteria for eligible students? | |
| How did flexibility in student selection impact the program? | |
| Additional Notes | |

# Student Selection: Reflection

## How will students be identified for tutoring?

- ❏ All students in that content/grade will receive tutoring

- ❏ Students who are at risk/below benchmark based on _____ assessment

- ❏ Students who did not meet grade level on STAAR

- ❏ _____

How does data help me make decisions about setting criteria for selecting students?

## Who will decide which students receive tutoring?

- ❏ District will select and then require students to attend

- ❏ Schools will select and then require students to attend

- ❏ Teachers will require their students to attend

- ❏ Parents and families will sign their children up

- ❏ Students themselves will voluntarily sign up

- ❏ _____

**What prioritization model are you leaning towards for the tutoring program?**

- ❏ Universal
- ❏ Needs-Driven
- ❏ Curriculum-Driven

What are the budget implications for choosing this prioritization model?

Approximately how many students will the tutoring program serve based on this prioritization model?

# Research Overview

| Features | Higher Effect Size | | Lower Effect Size |
|---|---|---|---|
| Student to Tutor Ratio | 1:1 | 2-3:1 | 4-5:1 |
| Tutor Type | Certified teachers/ retired teachers | Paraprofessionals/ Trained tutors | Trained volunteers (unpaid)) |
| Instruction | Aligned, skill-building curriculum (HQIM) | | Homework help |
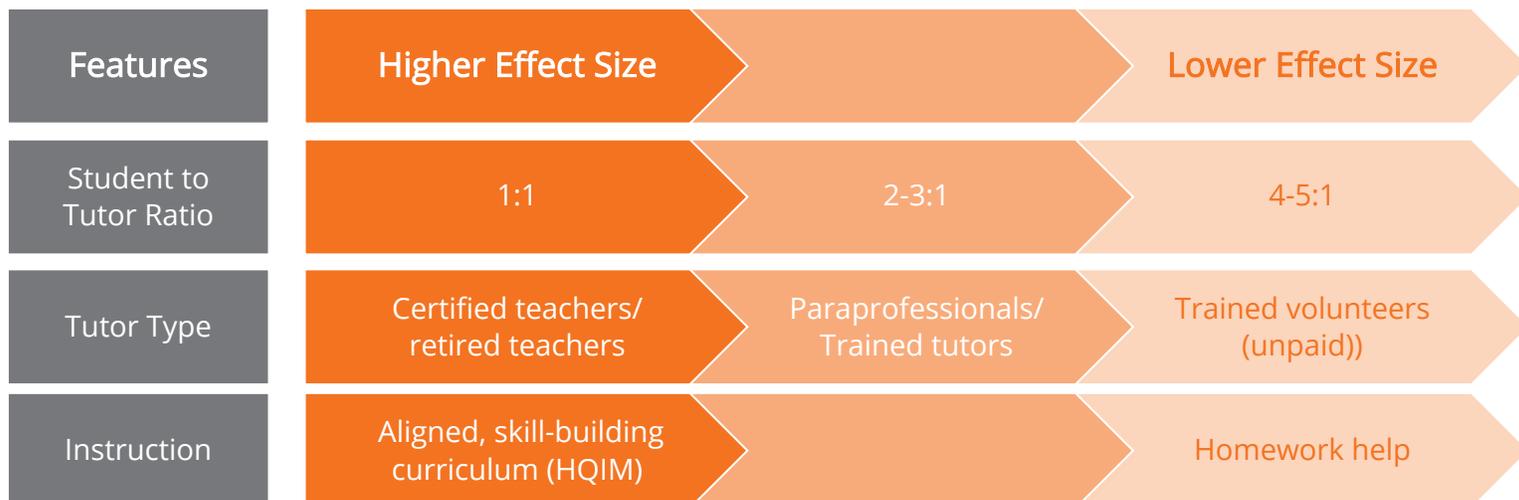
Adapted from EdTrust, March 2021

## Effect Sizes

**Student to Tutor Ratio:** The most common tutoring interventions involved a one-to-one tutoring ratio. The effect size was largest when tutors were paired with just one student (1:1; ES = 0.38), but the difference between programs with 2:1 (ES = 0.29) and 3+:1 (ES = 0.36) student-tutor ratios were statistically similar.

The effect size is stronger for smaller groups because instruction tends to be more personalized. However, that can also be accounted for in larger groups by (1) ensuring students with as similar needs as possible are grouped together, and (2) ensuring tutors have adequate training and coaching around stronger relationships and management.. There may also be social benefits for students working with their peers in consistent small groups (Schacter, 2000).

If tutoring occurs in small groups (not one-on-one), the way in which students are grouped may matter. The research on supplemental educational supports suggests grouping students based on skill level may be most effective (Zimmer et al., 2010). It also may make sense to pair English language learners together, particularly if the tutor can speak their native language.

**Tutor Type:** Effective tutors can be from a variety of backgrounds. Research indicates that teachers, paraprofessionals, college students, and other types of tutors can all be effective when tutoring one-to-one or small groups (Baye, et. al., 2018).

The research suggests that tutoring is most effective when classroom teachers fulfill the role of the tutor (effect size [ES] = 0.50). All of the tutoring interventions evaluated that had teachers as tutors were for grades K-5, and the majority were focused on literacy gains in first grade. Other tutoring interventions with teacher tutors, even those with substantially less training involved, consistently improve student outcomes.

**Tutor Type (continued):** NSSA considers paraprofessional tutors to be either school staff members, service program fellows (e.g., AmeriCorps fellows), or community organization staff. Tutoring interventions led by paraprofessionals are only slightly less effective than those led by teachers (ES = 0.40). Given that these interventions exhibit extremely consistent effects, employing paraprofessionals as tutors may be more feasible from a cost and logistical standpoint than employing teachers.

Several paraprofessional tutoring programs have proven to effectively scale, including those that deploy service fellows as year-long tutors via AmeriCorps (Markovitz et al., 2014; Parker et al., 2019) and Saga Education (Cook et al., 2015). Employing master's- or doctoral-level students studying education or relevant subject areas part-time also appears to be effective (Fuchs et al., 2013; Gersten et al., 2015; Mattera et al., 2018). Neitzel et al. (2020) found there were no statistically significant differences between elementary reading tutoring programs that used teachers as tutors and those that used paraprofessionals (either teaching assistants or paid service program fellows).

Overall, tutoring programs staffed by volunteers and university students display positive, but consistently smaller average effect sizes on student learning outcomes than those staffed by teachers and paraprofessional (ES = 0.21). Volunteer- and university-staffed tutoring programs that have been experimentally evaluated tend to focus on literacy in elementary school, including the AARP Experience Corps program, which found positive results on student reading (ES = 0.10). In general, paid volunteers appear to be more effective than unpaid volunteers (Neitzel et al., 2020).

**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.

Retrieved from National Student Support Accelerator, 2021 and EdTrust, 2021

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

# Group Size: Video Capture Sheet

*Refer to Workshop 2 Case Studies at* *https://amplify.com/tea-consultancy/*

| | |
|---|---|
| What research helped determine the student to tutor ratio? | |
| How did this decision align to the district's logic model? | |
| What budget implications did group size have for this program? | |
| How did the student to tutor ratio impact student outcomes? | |

| | |
|---|---|
| As this program enters its second year, what data did they use to determine whether group size should change or not? | |
| Additional notes | |

# Group Size: Questions

## What is the student:tutor ratio?

- ❏ 1:1
- ❏ 2:1
- ❏ 3:1
- ❏ 4:1
- ❏ _____

How does research and data help me make decisions about the student to tutor ratio?

What do you think the student to tutor ratio should be? Why?

Approximately how many groups will there be based on that ratio?

How will students be grouped?

# Tips for Creating Data-Informed Student Groups     Amplify.

| Primary Consideration: ACADEMIC MASTERY DATA | | |
|---|---|---|
| **Tutoring Program Data** | **School Baseline Data** | **Other Relevant Data** |
| • How did students perform on similar questions from the baseline assessment administered at the start of the tutoring program? *(if applicable)*<br><br>• During previous tutoring sessions, how have students performed on assessment tasks related to this session's content? *(if applicable)*<br><br>• Which students struggled with which content elements?<br><br>• Which students struggled with which question types? | • How did students perform on similar questions from recent, in-school summative assessment tasks? *(if applicable)*<br><br>• How did students perform on in-school assessment tasks related to this session's content? *(if applicable)*<br><br>• Which students struggled with which content elements?<br><br>• Which students struggled with which question types? | • What prerequisite skill and knowledge gaps might prevent students from accessing the content presented in this tutoring session?<br><br>• Data to consider:<br>   ○ Students' Lexile levels<br>   ○ Students' home languages<br>   ○ Matching students with a tutor that speaks the language they speak at home?<br>   ○ Academic goals students have set for themselves |

| Secondary Considerations: LEARNER-RELATED DATA | | |
|---|---|---|
| **Students' Personalities** | **Students' Maturity Levels** | **Students' Learner Profiles** |
| • How extroverted or introverted is each student?<br><br>• How does each student prefer to communicate?<br><br>• How might individual students influence the group dynamic? | • How old is each student in this group?<br><br>• How developmentally mature is each student, compared to the average for students their age? | • What other learning needs and habits does each student in this group have?<br><br>• In general, what subjects is each student most curious about?<br><br>• How do students differ when it comes to the type and amount of practice required to master a new skill? |

Adapted from https://studentsupportaccelerator.com/tutoring/instruction/session-content/tips-creating-data-informed-student-groups

# School Selection: Video Capture Sheet

Amplify.

*Refer to Workshop 2 Case Studies at  https://amplify.com/tea-consultancy/*

| | |
|---|---|
| What was the selection criteria for schools in this tutoring program? | |
| How did the district's logic model guide prioritization of schools? | |
| What decisions were made centrally and what decision were left to individual schools? | |
| Additional Notes | |

# School Selection: Questions

Amplify.

**Which schools will offer tutoring?**

- ❏ All schools that teach the grade/content selected
- ❏ Particular feeder patterns
- ❏ All district schools rated a D or F
- ❏ N/A - only considering students
- ❏ _____

How does data help me make decisions about setting criteria for selecting schools?

**Additional Factors**

What materials will be used for core tutoring sessions?

How tutor friendly are the materials?

Where will tutoring take place in the school?

What equipment might we need to procure?

# District Snapshot for Tutoring Planning

Amplify.

| | |
|---|---|
| **SCHOOLS & STAFFING**<br>• Total number of schools & grades served<br>• Total number of students (by grade band)<br>• Total number of teachers employed by district (by grade band)<br>• Total number of support staff/<br>• paraprofessionals employed by district (by grade band) | |
| **STUDENTS SERVED**<br>• What proportion of students in each grade band have learning differences or disabilities?<br>• What proportion of students in each grade band have special needs?<br>• What proportion of students in each grade band are learning English as a new language? | |
| **ADDITIONAL FACTORS**<br>• Geographic distribution of schools<br>• Proximity to university partner or another source of potential tutors | |

19

How does the budget change as prioritization and group size decisions are made?

## POSITION DESCRIPTION

| | |
|---|---|
| **Position Title** | Elementary Literacy Tutor |
| **Reports to** | Program Staff and Internal Coach |

### Position Summary

An Elementary Literacy Tutor is placed at an elementary school to provide supplemental practice through tutoring children in kindergarten through third grades to develop the children's early literacy skills. The elementary literacy tutor will use scripted evidence-based literacy interventions as guided by his or her coach and will conduct weekly 1-minute assessments to ensure the student is on track to read at grade level. This role is an AmeriCorps service member position.

### Essential Functions

#### Early Literacy Instruction and Assessment

- Conduct one-on-one tutoring sessions with students using scripted literacy materials provided by Minnesota Reading Corps.
- Assist children to improve their reading skills and abilities to reach grade level expectations.
- Provide opportunities for family literacy involvement for Minnesota Reading Corps students including implementing the Minnesota Reading Corps family engagement "Read at Home" literacy intervention.
- Develop and maintain a weekly tutoring schedule for students to allow for approximately 15 – 20 children (full-time members) or 8-10 children (part-time members) to receive daily 20-minute reading tutoring sessions.
- Identify students who qualify for Minnesota Reading Corps tutoring services based on a Minnesota Reading Corps designed assessment and direction from the Internal Coach and Master Coach.
- Act on feedback and coaching from Internal Coach, Master Coach and Program Staff.
- Assess, with a high level of accuracy, students' continual progress through progress monitoring and benchmarking.
- Document students' weekly progress scores and interventions using an online database system.
- Regularly review student data with Internal Coach and Master Coach to gauge the effectiveness of the literacy intervention being used and determine if a change in strategy is necessary.

#### Communication

- Communicate with students in an age and developmentally appropriate way.
- Professionally communicate with the Master Coach, Internal Coach, Principals, Executive Directors and school staff regarding student schedules, Minnesota Reading Corps interventions and student progress.
- Act on constructive feedback provided by Internal and Master Coach and Program Staff.
- Build professional relationships with school staff, Internal and Master Coach and Program Staff to maintain good communication and ensure the integrity of the program.
- Fulfill program requirements and daily read and respond to email communications from Minnesota Reading Corps staff, coaches and school personnel.
- Ensure confidentiality of all student records, and test scores.
- Submit 5 Great Stories in the OnCorps system during the program year.

#### Attendance

- Conform to regular, timely attendance requirements at the assigned service site during school hours, Monday through Friday.
- Attend before and after school activities, as possible at the service site and/or district. Such attendance is strongly encouraged.
- Serve for a full school year, generally August through June.
- Attend all required Reading Corps sponsored training sessions, meetings and coaching sessions, including Professional Learning Groups (PLGs) and Member Meet Ups; travel as necessary.
- Full-time members:  Complete a minimum of 40 hours per week within an 11-month time period (1,720 total hours)
- Part-time members:  Complete a minimum of 20 hours per week within an 11-month time period (920 total hours)

*Excerpt from https://www.isd742.org/cms/lib/MN01909691/Centricity/Domain/8/Reading%20Corps%20Position%20Description.pdf*

## POSITION DESCRIPTION

### Secondary Functions

- Perform assignments and/or duties as assigned by Internal Coach, Master Coach or Program Staff excluding activities that would displace school staff (such as lunch or bus duty), and which may include: attending school-sponsored trainings, meetings or other activities (i.e. family night, book fairs, etc.)
- Participate in school or district after school programming with a priority on tutoring.
- Participate in civic engagement activities and community service projects.
- Participate in Minnesota Reading Corps outreach activities.
- Create and implement an individual professional development plan that includes goal setting.

### Qualifications

- Must be 18 years of age or older by your start date.
- Must have at least a high school diploma or a GED by your start date.
- Must be either a citizen, national, or lawful permanent resident alien of the United States.
- Must pass mandatory Reading Corps and Math Corps background checks.
- Must not have served 4 or more terms of service previously with AmeriCorps.
- Speak, read, and write English fluently.
- Interest in education, specifically helping young children develop early language and literacy skills.
- Dedication to community service.
- Basic computer skills, including the ability to navigate online systems and email.
- Attention to detail.
- Organized, responsible, flexible, motivated and professional.
- Ability to accept and incorporate constructive feedback from coaches and program staff.
- Excellent time management and decision-making skills.
- Ability to work with diverse personalities.
- Ability to adapt to a sometimes challenging, high-pressure environment.
- Strong personal standards of excellence, ethics and integrity.

# Reading Corps Value Proposition

Amplify.

## Value Proposition

| The Challenge | Our Approach |
|---|---|
| **A brighter future for students begins with reading.** Reading is the foundation of all learning — but across the country, only about one in three fourth-graders can read proficiently. If a child isn't reading well by the end of third grade, it's almost impossible to catch up. **74 percent of children who read poorly in third grade continue to read poorly in high school.** Why? From age three through third grade, children are learning to read. After third grade, they have to read well in order to learn.<br><br>**Closing the achievement gap.** While far too few students read proficiently overall, students of color and those with access to fewer resources face much greater odds. Yet data from an independent evaluation shows Reading Corps helps close those gaps. After a year of tutoring, our readers — who include students eligible for free and reduced-price lunch, English language learners and students of color — outperform their peers and demonstrate more than a year's worth of progress on reading proficiency indicators.<br><br>When we help all children become strong readers by the end of third grade, we set them up for lifelong success. Proficient readers are less likely to be unemployed, underemployed or on welfare as adults. And they're less likely to be involved in crime or struggle with substance abuse.<br><br>**People power makes the difference.**<br>With a third of students struggling to read, it's a big challenge for school districts to provide the individual attention students need to get back on track. At the average school, giving each student the individual attention they need would take 300 hours per week and require nine additional staff members. | **Why it Works**<br>Reading Corps trains tutors using the science of how children learn to read — and then puts them to work on boosting literacy skills. It's nearly impossible for teachers to deliver individualized instruction to every student. But because that's all Reading Corps tutors do, they can personalize their approach and focus on what each student needs.<br><br>**Evidence-based Literacy Interventions**<br>Our tutors work one-on-one and in small groups with readers from age 3 through grade 3, using evidence-based literacy interventions created by experts. The result: Struggling readers make incredible gains that are evident on assessments. (Another wonderful result: many of our talented tutors go on to become teachers themselves!)<br><br>**Data-Driven Decisions**<br>Data is at the core of the Reading Corps model. Tutors use research-based assessments to monitor their students' progress and work with coaches to make sure they're providing the right instruction to each child.<br><br>**The Secret Sauce: Training and Support from Literacy Experts**<br>Tutors begin their AmeriCorps service with rigorous training from literacy experts, who give them the knowledge and tools they need to be effective and confident. We make sure Reading Corps tutors are successful by providing expert guidance so they're never on their own.<br><br>**Tutors**<br>Tutors work with students every day. They also receive training and coaching all year long so they can work effectively with struggling learners.<br>Internal Coaches<br>An onsite coach — usually a literacy specialist or teacher at the school — provides daily support to tutors and conducts regular checks to make sure the tutoring is on track.<br><br>**Master Coaches**<br>A literacy expert provided by Reading Corps visits each site several times throughout the year to help tutors and internal coaches use student data to make decisions about the right interventions. |

*Retrieved from https://studentsupportaccelerator.org/tutoring/program-focus/developing-value-proposition*

# Reading Corps Logic Model

### Amplify.

*Adapted from Appendix A of https://www.lrl.mn.gov/docs/2019/mandated/190775.pdf*

| Logic Model | | | | |
|---|---|---|---|---|
| **NEEDS** | **INPUTS** | **ACTIONS** | **OUTPUTS** | **IMPACT** |
| What needs does the program address? | What goes into the program? | What actions does the program take? | What happens as a result of those actions? | What are the benefits of participating in the program? |
| **Beneficiaries**<br><br>PreK-3 students who are not school ready or reading below grade level; school selection based on literacy assessment of current literacy skills | **Financial**<br><br>Funding through grants<br><br>Funding through district | **Supports**<br><br>Training of tutors & Literacy Coaches in literacy interventions, assessment, data-driven decision making & program rules<br><br>Ongoing coaching with Master Coach<br><br>Supervision and coaching of tutors by Literacy Coach, i.e. monthly meetings, ongoing observations, fidelity assessments | **Supports**<br><br>Increased internal capacity for RTI methods and literacy instruction | **Short Term / Intermediate**<br><br>**PreK**: Number & % of students improving on 3-5 Fastbridge & Early Literacy Outcomes (ELO) measures at subsequent benchmarking period: Fall & Spring<br><br>**K-3**: Number & % of students improving on literacy measures at subsequent benchmarking period: Fall, Winter, Spring<br><br>Number & % of students successfully exiting from grade level intervention |
| **Community Needs**<br><br>Tier 2 & 3 interventions | **Personnel**<br><br>Tutors<br>Master Coaches<br>Literacy Coaches (school-based) | **Direct Services**<br><br>**PreK:** Support classroom instruction; deliver 1:1 & small group literacy interventions to students needing extra assistance<br><br>**K-3:** 1:1 tutoring to selected students (20 min/day, 5 days/week) | **Direct Services**<br><br>**PreK:** Enriched classroom literacy environment<br><br>**K-3:** Exit students deemed to be on track & add new students<br><br>Increased integration of assessment practices into school culture<br><br>Expansion of literacy goals site-wide | |
| | **Materials**<br><br>Research-based core literacy curriculum<br><br>Web-based data management system | **Evaluation**<br><br>**PreK:** Monthly progress monitoring of target students; assess all students 3x per year on literacy skills<br><br>**K-3:** Weekly progress assessments & 3x per year benchmarking | | **Long Term**<br><br>**PreK**: Achievement of "kindergarten ready" targets on Fastbridge & ELO measures<br><br>**K-3**: Demonstrated proficiency on the state's 3rd grade reading test |

*Refer to Workshop 2 Case Studies at*  *https://amplify.com/tea-consultancy/*

| | |
|---|---|
| How did the district come to a decision on the tutor type(s) they would use in their program? | |
| How did the number of tutors needed affect, if at all, their decision? | |
| What adjustments, if any, are the district considering in year two? | |
| Additional Notes | |

# Tutor Type: Questions

Amplify.

**Who will your tutors be?**

- ❏ Teachers
- ❏ Paraprofessionals / trained tutors (paid)
- ❏ Trained volunteers (unpaid)
- ❏ _____

How does research and data help me make decisions about setting criteria for selecting schools?

What tutor type(s) will be used for high impact tutoring?

How might the budget be impacted by tutor selection choices?

How many groups will each tutor teach?

How much time will tutors need for planning and instruction?

# Tutor Job Description Template

| Component | Notes |
|---|---|
| **Job Title:** Keep it simple. "Creative" titles won't show up in search results. Include grade level & content area. | |
| **Overview of Tutor Role:** Limit this to one paragraph and put it *first* in the job description. Provide information about model dimensions:<br>• Where will tutors work?<br>• Teaching what?<br>• How often?<br>• With how many students?<br><br>Use "you" phrasing (i.e. "You will meet with a group of 3 students twice a week…"). | |
| **Overview of Tutoring Program:** Limit this to one paragraph and put it *second* in the job description. Include language from your value proposition describing the challenge and the approach of your program. | |
| **Tutor Responsibilities:** 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"). | |
| **Qualifications:** Identify the criteria that will be used to evaluate applications and select tutors. Name what criteria make an applicant eligible in each category below:<br>• *Education level*: High school diploma, in college, college degree, graduate coursework/degree, etc.<br>• Required Content Knowledge: Do you require specific college majors or coursework? A minimum or preferred GPA? If none/minimal, clearly say so (to broaden your applicant pool).<br>• Legal Requirements:  USA work eligibility, background checks (and who pays for them), etc. | |

| Component | Notes |
|---|---|
| **Beliefs and Mindsets:** 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:<br>• Commitment to equity<br>• Growth mindset (for self and students)<br>• High expectations<br>• Etc. | |
| **Skills and Qualities:** Distinguish *required* skills (what you select for) from ideal skills (what you *train* for). List community-specific skills (e.g. Spanish fluency); this may also help diversify your cohort of applicants. For example:<br>• Clear communicator<br>• Engaging & relatable to students<br>• Empathetic listener<br>• Etc. | |
| **Compensation & Benefits:** Include this information so that applicants do not make assumptions or research and find outdated or inaccurate information. Share about:<br>• Pay: Is this a volunteer or paid role?<br>• Pay Rate: Fixed hourly wage? Stipend? Salary range? Will you establish pay steps?<br>• Pay Variability: If pay is variable, what does it depend on? Prior experience? Longevity in the role? Make it clear.<br>• Benefits & Perks: Will tutors receive health insurance? Will tutors receive college credit? Student loan forbearance? Tuition remission? An education award? | |
| **Equal Opportunity Statement:** 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. | |

# Comparing High Impact Tutoring to Supplemental Instruction under HB4545

| High Impact Tutoring | Supplemental Instruction under HB4545 |
| --- | --- |
| • Effective for grades PK-12<br><br>• Can be required or voluntary (opt-in or opt-out)<br><br>• Can be universal, needs-driven, or curriculum-driven<br><br>• Effective for up to 4 students per trained tutor<br><br>• Highest effect sizes are for 10+ week programs, 3-5 tutoring sessions/week, 30-60 minutes per session | • Specific to grades 3-8<br><br>• Required for students who fail to perform satisfactorily on STAAR*<br><br>• Is needs-driven<br><br>• Must have student to tutor ratio of 3:1 or less**<br><br>• Provides no less than 30 hours of instruction, at least one session/week during school year |

| Similarities |
| --- |
| Supplements core instruction (*does not supplant*)<br><br>Utilizes high quality instructional material that is designed for supplemental instruction, i.e. tutor-friendly, skills-based curriculum<br><br>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<br>**Unless parent/caregiver authorizes larger group |