Amplify.

High-Impact Tutoring Workshop Series

Planning Workbook 4

Evaluation & Communication

Texas Education Agency

© 2021 Amplify Education, Inc. and its licensors. All rights reserved. All registered and unregistered trademarks in this document are the sole property of Amplify or their respective owners. No part of this publication may be reproduced, transmitted, stored, or translated without written permission from Amplify, provided that current authorized users of Amplify products and services may have limited rights under agreement with Amplify to photocopy this publication for use by other authorized users exclusively in connection with such purchased products and services so long as: (i) any portion photocopied is duplicated in its entirety and not altered in any way, and (ii) no fee is charged for the photocopied material (other than reasonable duplication fees).

V#210707

Workbook 4: Table of Contents

Amplify.

- Agenda: Evaluation and Communication 04
- Comparing High Impact Tutoring to Supplemental Instruction under HB4545 06
- Performance Measurement Plan: Questions 07
- Performance Measurement Plan Template: End-of-Program Impact 08
- Performance Measurement Plan Template: Progress Monitoring 09
- Performance Measurement Plan: Case Study 10
- Sample Tutoring Program Logic Model 11
- Excerpt of Performance Measurement Plan End-of-Program Impact 12
- Excerpt of Performance Measurement Plan Progress Monitoring 13
- Conducting Data Reviews: Questions 14
- Conducting Data Reviews: Video Capture Sheet 15
- Developing Routines for Ongoing Data Reviews 16
- Sample Data Review Cadence 19
- Communication with Schools: Questions 20
- Internal Communication: Timeline 21
- Communication with Schools: Video Capture Sheet 22
- Sample Program FAQ 23
- Teacher-Tutor Communication: Questions 25
- Sample Tutor-Teacher Communication Guidance 26
- Sample Tutor-Teacher Email 27
- Tutor-Teacher Communication: Video Capture Sheet 28
- Communicating with Caregivers: Questions 29
- Communication with Caregivers: Case Study 31
- Planning for Communication with Caregivers: Template 32
- Appendix : Communication with Caregivers Guidance 34

Agenda: Evaluation & Communication (p. 1)

Amplify.

Outcomes (180 minutes)

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

- Identify initial and ongoing information to collect from tutors and school sites in order to determine next steps
- Define the relationship between tutors and teachers in order to develop systems for communication and support between the two
- Craft the districts' systems and guidance to monitor student achievement and overall program implementation
- Create the necessary communication and/or sharing structures to facilitate communication with caregivers

This week's key milestones

- Progress monitoring approach and cadence
- Align data collection to program aim
- What will be reported and when (attendance, student/tutor/teacher/caregiver satisfaction, where tutors are in curriculum, etc)
- Communication and training plan(s) for relevant stakeholders

Agenda: Evaluation & Communication (p. 2)

Amplify.

Topics	Essential Questions
Part 1 - Welcome	
Part 2 - This Week's Focus	
	How can we ensure consistent progress monitoring and strong communication with stakeholders in our program?
Part 3 - Creating a performance management plan & conducting data reviews	

• Creating a Performance Management Plan
• Conducting Data Reviews
	• How will we measure impact?
	  - What data will we collect to measure impact?
	  - Who is responsible for collecting and reporting out the different data points?
	  - How will the data reflect a holistic understanding of students' experiences?
	• How will we review and act upon collected data?
	  - What data review protocols do you already have in place that tutoring can utilize or build on?

Part 4 - Managing internal & external stakeholder communication	

• Internal Communication: Schools
• Internal Communication: Teachers
• External Communication: Caregivers
	• How will we communicate with schools about the tutoring program?
	• How will teachers and tutors communicate?
	  - How will the program engage stakeholders to ensure tutoring aligns with classroom curricula?
	• How will tutors and caregivers communicate?
	  - How will tutors build trust with caregivers?
	  - What is the purpose and cadence of communication with caregivers?
	  - What types of communication will be used?
	  - Will tutors communicate directly with families or use a liaison?
	  - What are the expectations for communication with caregivers?

Part 5 - Next steps	

Comparing High Impact Tutoring to Supplemental Instruction under HB4545

Amplify.

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

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

Performance Measurement Plan: Questions

Amplify.

Are any of the metrics listed in the impact section of your logic model already being tracked?

- ☐ Yes, these metrics are being tracked by teachers or instructional leaders AND at an interval appropriate to use these data to measure impact of the tutoring program
- ☐ Some of these metrics are being tracked by teachers or instructional leaders and/or the frequency at which these metrics are tracked must be altered to measure the impact of the program
- ☐ None of these metrics are currently being tracked

What data will we collect to measure impact?

Who is responsible for collecting and reporting out the different data points?

How will the data reflect a holistic understanding of students' experiences?

Performance Measurement Plan Template: End-of-Program Impact

Amplify.

Short-Term Impact Goals	End of Program Measures	Tool	Performance Expectation
Example: Students have increases in test scores, GPA, and other academic achievements this year	Growth in baseline assessment Improvement in GPA	End-of-Year Assessment	90% of students meet expected growth

Performance Measurement Plan Template: Progress Monitoring

Amplify.

Program Outputs Goals	Sub-Area	Measures	Tool	Data Collection Cadence	Performance Expectation
Example: Quality Sessions	Strong Relationships	Students report trusting this tutor	Survey	Quarterly	Responses average 3.5 or higher on a 4-point scale
	Attendance	Students attend this tutor's sessions regularly	Record	Weekly	90% attendance

Performance Measurement Plan: Case Study

Amplify.

Refer to Workshop 4 Case Study materials at https://amplify.com/tea-consultancy/

What are the components of a strong performance measurement plan?	
What alignment is present between the plan and the logic model?	
How do lead and lag indicators work together to achieve the purpose of the performance measurement plan?	
Additional Notes	

Sample Tutoring Program Logic Model

Amplify.

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: Elementary children who are well below or below grade level reading as evidenced by their BOY assessment *Community Needs:* Strong student and adult relationships; academic interventions that reduce the percentage of the population who are struggling readers; employment opportunities for adults in the community	*Financial:* CARES funds coupled with Title I and private donor funds will cover the cost of the program. *Personnel:* Will need to hire all tutors and any staff to support the program outside of already existing school/district personnel. Current personnel can maybe devote 1-2 hours a week max. *Materials:* The district already has the assessment and will need to purchase corresponding tutor-friendly curriculum that can be adapted for K - 5 intervention that meets high impact tutoring characteristics.	*Supports:* An HQIM curriculum is chosen that will make it easy for a non-educator to provide quality tutoring sessions. Tutors receive both initial and ongoing training. Tutors are able to collaborate easily to replicate successes. *Direct Services:* Multiple days/week tutoring services conducted virtually (whether student is in-person or virtual full time). Sessions are aligned with curriculum (usually 30 minutes). Each session includes SEL components. Teacher communication structure so they are also able to use the data in planning. *Evaluation:* 2x/year feedback/satisfaction surveys to stakeholders (including tutors). Benchmark and progress monitoring data analysis aligned to curriculum recommendations. Weekly phone call check-ins with key leaders. Tutor retention monitoring (including exit interviews to understand why tutors left).	*Supports:* Students receive accurate and rigorous instruction aligned very tightly with their literacy needs. Tutor retention rates are high (both within the year and year over year). *Direct Services:* Students master tutoring content and apply it to core content classes. Students and tutors are excited to see each other and build strong relationships. Schools and teachers receive at minimum weekly data updates (including attendance, curriculum updates, any concerns).	*Short Term:* Students increase their literacy abilities at a faster rate and make progress on closing their achievement gap. Students form close knit relationships with an adult who has a frequent and consistent present in their life. All stakeholders express strong satisfaction with the program and continue to advocate for it in years to come. *Intermediate:* Tutors who may have not considered education, go into the education field. Student retention rates in the district decrease year over year. The academic loss caused by COVID is eliminated within 3 years. *Long Term:* The district sees its literacy rate increase. Graduation rates increase.

Excerpt of Performance Measurement Plan: End-of-Program Impact

Amplify.

Short-Term Impact Goals	End of Program Measures	Tool	Performance Expectation
Students increase their literacy abilities at a faster rate and make progress on closing their achievement gap	Growth in benchmark assessment	mCLASS Benchmark assessments mCLASS Intervention Progress Monitoring	Students who attend tutoring most of the time are **more likely to make outsized gains and narrow their skills gap** than peers in same schools and non-tutoring schools
Students form close knit relationships with an adult who has a frequent and consistent present in their life	Student survey results	EOY student survey	**95%+** of students self-reported that they enjoyed or really enjoyed tutoring
All stakeholders express strong satisfaction with the program and continue to advocate for it in years to come	Stakeholder survey responses	EOY stakeholder satisfaction survey	NPS of **50+**

Excerpt of Performance Measurement Plan: Progress Monitoring

Amplify.

Program Outputs Goals	Sub-Area	Measures	Tool	Data Collection Cadence	Performance Expectation
Strong relationships	Sessions have explicit relationship building components	Session plans include section that allow students to build relationships	Observation	Weekly	90% of sessions have this component included
	Attendance	Students attend this tutor's sessions regularly	Google form (completed by tutor)	Weekly	90% attendance
	Student report trusting their tutor	Students report trusting this tutor	Survey	End of each semester	Responses average 3.5 or higher on a 4-point scale

Conducting Data Reviews: Questions

Amplify.

What data review protocols do you already have in place that tutoring can utilize or build on?

- ☐ _____ which the tutoring program can use as-is
- ☐ _____ which the tutoring program can use as-is
- ☐ _____ which the tutoring program can use as-is
- ☐ _____ which the tutoring program can build on
- ☐ _____ which the tutoring program can build on
- ☐ _____ which the tutoring program can build on
- ☐ We do not currently use data review protocols with any relevance to the tutoring program.

How will we review and act upon collected data?

Conducting Data Reviews: Video Capture Sheet

Amplify.

Refer to Workshop 4 Case Study materials at https://amplify.com/tea-consultancy/

How were data reviews used?	
What was one way that data reviews improved the effectiveness of the program?	
Additional Notes	

Developing Routines for Ongoing Data Reviews (p. 1)

Amplify.

Standard Data Review Protocol		
Step	**Purpose**	**Analysis Questions**
Step 1: *WHAT did we want to happen?*	Ensure team is on the same page about what the goal or intended outcome was.	• What was our goal? (Refer to any relevant performance expectations from the Performance Measurement Plan) • What was our plan for reaching this goal?
Step 2: *WHAT actually happened?*	Ensure team is on the same page about what the actual outcome or result was. Explore the divergences between expectations and realities.	• Did we meet our goal? What did we achieve? • Did we follow our plan? If not, where did we diverge from it? • Where were the differences between our intent and our impact?
Step 3: *SO WHAT did we learn?*	Reflect on successes and failures during the course of the project, activity, event or task. The question 'Why?' generates understanding of the root causes of these successes and failures.	• What worked? • What didn't work? • What could have gone better? • Was our plan a success? Why or why not?
Step 4: *SO WHAT can we do better in the future?*	Generate clear, actionable recommendations and next steps for future projects.	• What would we do differently next time? • What advice would you give yourself if you were to go back to where you were at the start of the project? • What two or three key lessons would you share with others? • What should be different one year from now (or after the next similar project) given this conversation? • What comes next for us on this project? • Are there any lessons for you, personally, to internalize?
Step 5: *NOW WHAT changes do we need to make to our project and individual plans?*	Incorporate key lessons into your future actions. Document all key lessons for those who may inherit this project in the future.	• Add reflections and next steps to individual plans. • Add reflections and next steps to project plans.
***Adapted from**: https://studentsupportaccelerator.com/tutoring/data-use/evaluation-improvement/standard-data-review-protocol*		

Developing Routines for Ongoing Data Reviews (p. 2)

Amplify.

Delineating Data Review Responsibilities				
TYPE OF DATA	Who Reviews This Data?	When Will They Review This Data?	How Will These Data Be Used?	Who Will Be Informed?
Baseline Data Assessments	• Teachers • School administrators • Tutoring Site Administrators • Data Specialists	Within one week of administration	To determine who will be eligible for tutoring	• School administrators
Session Assessments	• Tutors	At the end of each tutoring session	To determine student mastery of session content and tailor subsequent tutoring sessions	• Teachers • Tutoring Site Administrators
Quarterly Surveys from Parents, Student, Teachers and Stakeholders	• Tutors • Supervisors • Program Leaders • Data Specialists	Within one week of survey closing	To incorporate feedback and improve sessions/collaboration with stakeholders	• All stakeholders who completed the survey (to share results and next steps)
End of Program Student Assessments and Survey Data from All Stakeholders	• Tutors and Supervisors together • Program Leaders Data Specialists	Within one week of assessments	To evaluate achievement of program goals	• All stakeholders who completed the survey • Board • Funders

Adapted from: *https://studentsupportaccelerator.com/tutoring/data-use/evaluation-improvement/developing-routines-regular-data-review*

Developing Routines for Ongoing Data Reviews (p. 3)

Amplify.

Example Program-Wide Data Review Routine (Calendar)

Below is an example calendar of Data Review for a tutoring program that collects quarterly data from students and stakeholders.

	Monday	Wednesday	Friday
Week 1: *Data are collected; purposeful scheduling of students' quarterly academic assessments and all stakeholders' satisfaction surveys for the same week.*	*Students take quarterly assessments and all stakeholders (students, caregivers, teachers, school administrators) complete surveys*		
Week 2: *Individual school site teams meet to reflect on their own data, set next steps, and communicate them to stakeholders.*	**Data Analysis** is rolled up for each school site	**Data Reflection Meeting:** SST* reviews the data and delineates next steps	• **Summary of Data and Next Steps** are communicated to Students, Parents, School Administrators at the School Site • **Goal Setting** with Students and Families
Week 3: *Central program staff repeat all Week 2 processes at the next level up. Importantly, these review processes* ***examine data disaggregated by demographics.***	**Program-Wide Data Analysis** is rolled up	**Program Wide Data is Reviewed** at the Organizational Level	• Tutor Data and next steps are delineated • **Summary of Data and Next Steps** are communicated to Students, Parents, School Administrators at the School Site and to Organizational Stakeholders (Leadership Team, etc.)
**SST = School Site Team (Tutor, Teacher, Site Administrator)*			

	Monday	Wednesday	Friday
School-Based Tutoring Program with Paraprofessionals	Tutors at the partner school site meet collectively with a school administrator and the program's Site Director to analyze a weekly roll-up of student data and plan for tutoring sessions for the following week.		
School-Based Tutoring Program with Volunteers	Some programs that rely on volunteers opt to focus on building volunteer skills in instruction and shift responsibility for Data Review to either teachers or program site staff. The teachers/program staff analyze student data, determine action steps, and then explain to the volunteers exactly what skills they should target with specific students.		
Virtual Tutoring Program	Virtual Tutoring Programs contract with specialists or develop their own internal capabilities for digital capture and automated analysis of student data through online platforms. These platforms are able to provide direct feedback to tutors regarding exactly what a tutor should focus on for each session.		
***Adapted from**: https://studentsupportaccelerator.com/tutoring/data-use/evaluation-improvement/developing-routines-regular-data-review*			

Sample Data Review Cadence

Amplify.

Prior to the start of their tutoring program, the district used mCLASS as their early literacy benchmark; therefore, they already met with Amplify three times a year to discuss achievement data. Once the tutoring program began, additional data review practices were introduced as described below.

Each participating school received **weekly email updates** on attendance and lesson progression and always included an offer to schedule a meeting to discuss these data.

AND

The district received **weekly attendance** and lesson progression reports and had a standing meeting with Amplify to discuss trends.

The three pre-existing benchmark meetings (BOY, MOY and EOY) between Amplify and the district **expanded to include discussions around student achievement and attendance data** specifically related to students receiving tutoring. **Stakeholder satisfaction survey results** were also shared and discussed in these meetings.

Communication with Schools: Questions

Amplify.

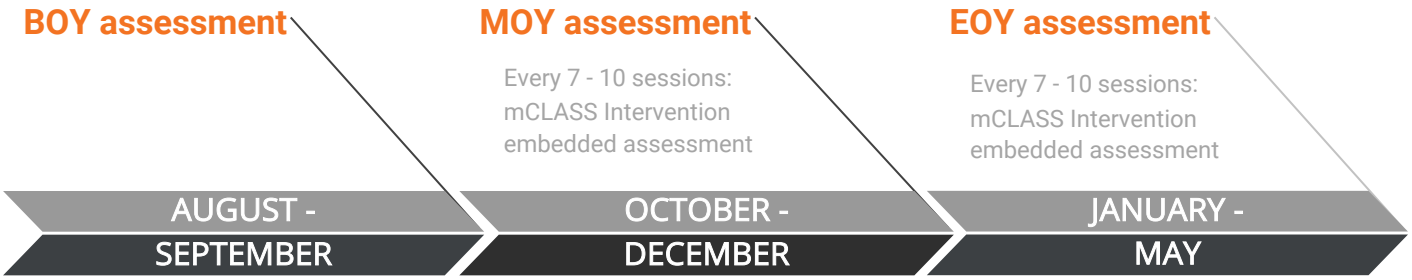
How is decision-making for our tutoring program organized?

- ☐ Tutoring program is decentralized at the school level; LEAs will plan initial communications describing tutor training and development, update and check-in cadence, and to encourage reflection and continually increasing effectiveness.
- ☐ Tutoring program is centralized at the school level; LEAs will prepare an initial communication that provides an overview of the tutoring program, establish expectations for frequency of updates and performance feedback, outlines partnership expectations, etc.

How will the LEAs communicate with schools about the tutoring program?

Internal Communication: Timeline

Amplify.



	AUGUST - SEPTEMBER	OCTOBER - DECEMBER	JANUARY - MAY
District Lead / Partner	MOU Scope of Work	Weekly virtual check ins	Weekly virtual check ins
	District Level Planning	MOY Data and Program Review	EOY Data and Program Review
	Weekly virtual check ins		
School Lead	Kick Off Webinar: Expectations, Scheduling, Student Groups	Weekly emails with attendance and lesson progression	Weekly emails with attendance and lesson progression
		MOY Data and Program Review	EOY Data and Lessons Learned
Teachers	Kick Off Webinar: Who, What, When, Where, Why of Tutoring	School PoC shares relevant weekly data & updates	School PoC shares relevant weekly data & updates
		MOY Webinar: Data Overview, Program Revisions, Expectations	EOY Webinar: Data Overview, Lessons Learned

Communication with Schools: Video Capture Sheet

Amplify.

Refer to Workshop 4 Case Study materials at https://amplify.com/tea-consultancy/

What communication measures did the district and Amplify put in place to ensure buy-in and alignment with all stakeholders?	
What key role did the School Points of Contact play in the tutoring program?	
Additional Notes	

Sample Tutoring Program FAQ (p. 1)

Amplify.

Frequently Asked Questions

School Point of Contact

What are the roles and responsibilities of the School Point of Contact?

The roles and responsibilities of the School Point of Contact are as follows:

- Develop a tutoring schedule that works in the school schedule and does not conflict with core instruction
- Communicate with teachers their roles and responsibilities
- Identify students that should receive tutoring
- Share resources with teachers and school leaders (including attendance reports)
- Support teachers in caregiver follow-up
- Communicate with Amplify Program Manager
- Promote attendance by reviewing weekly attendance reports to communicate with teachers, students, and parents/caregivers

What is the communication structure with the Program Manager?

School Point of Contacts should email the Program Manager.

Caregivers

What are the roles and responsibilities of the Caregivers?

The roles and responsibilities of the Caregivers are as follows:

- Support the child in attending tutoring for every session
- Communicate with the classroom teacher about tutoring
- Ask the child what games or activities they played during tutoring

How are Caregivers supported?

Amplify will directly support any caregivers that need assistance related to tutoring. Caregivers can access the *Amplify Parent/Caregiver site*. Topics covered include:

- An introduction to the tutoring project
- How to use Google Meet
- Allowing or blocking pop-ups in Google Chrome
- Caregiver support

What is the communication structure for Caregivers?

Amplify believes strongly in the trusted relationship between caregivers and classroom teachers. Classroom teachers should always be the main point of contact for the caregiver regarding any questions or conversations about a child's education. Additionally, contact information for a caregiver is a private, confidential information between a school and a family.

For these reasons, tutors and Amplify staff do not initiate communication with caregivers about a child's education. Caregivers are welcome to join tutoring with their child, but tutors will always refer caregivers to the classroom teacher as the authority on a child's education.

Sample Tutoring Program FAQ (p. 2)

Amplify.

Classroom Teacher

What are the roles and responsibilities of the Classroom Teacher?
The roles and responsibilities of the Classroom Teacher are as follows:

- Assess all tutored students using DIBELS 8th Edition and DECoding mCLASS Instruction measure at BOY (for Grades 2-5 students)
- Communicate to caregivers of tutored students using caregiver letters
- Remind students to attend tutor sessions
- Follow-up with caregivers on attendance issues
- Regularly check weekly attendance report for notes from the tutor (shared with the School Point of Contact weekly)

How does the classroom teacher know what the tutor is teaching?
Teachers have access to the lesson plans that the tutors use for planning instruction. To access the current 10-day lesson plan: 1) Log into mclass.amplify.com, 2) access class data, 3) click on "progress" in the bar, 4) scroll to the left to the blue heading "Intervention, 5) identify the blue column with "Intervention Group Name," 6) click on the group name, 7) click on "view PDF" or "Download."
In order to identify which lesson the tutor is currently teaching for a given day, access the attendance file from your school Point of Contact and look at the column "Which lesson did you teach today?"

How do teachers support students to return to Zoom after tutoring?
If students have challenges returning to Zoom after tutoring, it is recommended that teachers move tutored students to the Zoom waiting room during tutoring sessions and then readmit students after tutoring. Please do not leave students in the Zoom class during tutoring sessions because then a student has both Zoom and GoogleMeet sessions competing and the audio is challenging to navigate.

Can teachers join the tutoring session?
Yes! Teachers are more than welcome to join the tutoring sessions to introduce themselves to the tutor and/or join to get a better understanding of the group lessons.

What is the communication structure for tutors and classroom teachers?
Tutors support students across schools, grades, and classrooms. In an effort to streamline communication, tutors complete the post session report to communicate with teachers any notes about students.
If a teacher would like to communicate with a tutor, we recommend that teachers quickly pop into a tutoring session at the beginning/end to connect with the tutor.
Beginning March 1, 2021, the teacher may also directly email the tutor specific questions about a student's engagement or instructional performance during the tutoring sessions. Tutors will share what they observe during tutoring, but they are not in the position to comment on instructional recommendations outside of tutoring. Teachers should be sure to include the tutoring session name, and the child's first name and last initial in all emails.

Can classroom teachers use mCLASS Intervention in their class?
mCLASS Intervention is used for Amplify Tutoring. Any student that is in a school-level Burst group will not show up in mCLASS Intervention for tutoring. We advise against creating mCLASS Intervention groups at the school level as they will often interfere with tutoring groups, and school-level Burst groups will often be deleted.

How can classroom teachers provide feedback on Amplify Tutoring?
There will be three surveys distributed throughout the school year. These surveys will be used to identify trends and continue to improve Amplify Tutoring. If there is specific feedback between surveys, please have your school Point of Contact directly email the Program Manager.

Teacher-Tutor Communication: Questions

Amplify.

How will the program engage stakeholders to ensure tutoring aligns with classroom curricula?

- ☐ Ongoing, passive asynchronous digital communication
- ☐ Ongoing, active asynchronous digital communication
- ☐ Ongoing, active synchronous collaborative communication
- ☐ Other: _____

How will teachers and tutors communicate?

Sample Tutor-Teacher Communication Guidance

Amplify.

Teachers will be given tutors' Amplify email addresses. Please follow these guidelines when communicating via email with teachers.

Best Practices	Poor Practices
Respond to all teacher email inquiries within 48 hours. Initiate noteworthy observations in Post-Session Report notes.	Don't be unresponsive to a teacher email inquiry. Don't initiate email chains with teachers; document noteworthy observations in Post-Session Report notes.
Communicate what you are **objectively observing** from an instructional and engagement perspective. *Examples*: • **During the tutoring lesson on January 1,** Jimmy was not able to correctly pronounce the letter sounds for *d, f,* and *n*. • **During my tutoring lesson, I wanted to inform you that** John B. did not turn on his camera during the lesson and did not respond when I tried to call on his name.	Don't communicate instructional recommendations for the teacher to use with a student. Don't attempt to diagnose students. Instead, state observable facts. • **Don't say: "I think this student has dyslexia."** • **Do say: "She confuses "b" and "d" often."**
Proofread all emails for spelling and grammar and write in a professional tone.	Don't use emojis, slang, or acronyms (e.g. LOL).
Copy the Tutoring Program Manager email on all teacher email correspondences. This is how the Amplify Management Team will monitor teacher-to-tutor email correspondences.	Don't share or copy the Amplify Management Team email addresses on teacher emails.
If you have a question on how to respond, forward the teacher email to the Tutoring Program Manager and the Tutor Coach.	Don't respond to teacher emails regarding concerns about the instruction or strategies being used during your tutoring lessons. Please forward those emails to the Tutoring Program Manager and the Tutor Coach to receive their consultation before responding.
If you receive a program-based question (scheduling), tell teachers to have their school **Point of Contact** email the Tutoring Program Manager. DON'T have teacher contact/email the Tutoring Program Manager directly.	Don't share your email address or phone number with parents and caregivers OR the Tutoring Program Manager's.
If you receive an email from a parent/caregiver, forward the email to the Tutoring Program Manager who will then forward it to the school Point of Contact.	Don't share the full student name (only include **first name and last initial)**

Sample Tutor-Teacher Email

Amplify.

To: Teacher Ms. Adams
Cc: tutoringprogramlead@amplify.com
Subject: Morrell Park Amplify Tutoring Grade 2 Group 1 - Jane D.

Hello Ms. Adams,

Thank you for your email regarding student Jane D. in the Morrell Park Grade 2 Group 1 Amplify tutoring session.

Based on the questions related to letter pronunciation in your email, I have observed the following patterns during our tutoring lessons. Jane D. has been able to correctly pronounce the letter sounds for d, f, j, k, and n. Further, Jane D has not been able to correctly pronounce the letter sounds for t, v, and z.

If you have any further questions, please do not hesitate to contact me.

Regards,

John Smith
Reading Tutor, Amplify

Tutor-Teacher Communication: Video Capture Sheet

Amplify.

Refer to Workshop 4 Case Study materials at https://amplify.com/tea-consultancy/

What did the mid-year survey reveal about needed adjustments to tutor-teacher communication?	
What other measures were used to provide clarity around internal communication?	
Additional Notes	

Communicating with Caregivers: Questions (p.1) Amplify.

How will tutors and caregivers communicate? (check all that apply)

- ❑ Tutors may *not* initiate contact with caregivers, but should reply if/when caregivers reach out to them
- ❑ Tutors may *not* initiate contact with caregivers, and should abstain from replying to caregivers without approval..
- ❑ Tutors should notify _____ if/when caregivers reach out.
- ❑ Tutors *may* initiate contact with caregivers on an as-needed basis
- ❑ Tutor-caregiver communication should happen only during school- or district-sponsored sessions/events
- ❑ Tutor-caregiver communication may happen over email

How will tutors build and maintain trust with caregivers?

Communicating with Caregivers: Questions (p.2)

Amplify.

What is the purpose and cadence of communication with caregivers?

What methods of communication will be used?

Will tutors communicate directly with families or use a liaison?

What are the expectations for communication with caregivers?

Communication with Caregivers: Case Study

Amplify.

Refer to Workshop 4 Case Study materials at https://amplify.com/tea-consultancy/

Who was responsible for communication between home and school, and why?	
Additional Notes	

Planning for Communication with Caregivers: Template (p.1)

Amplify.

What methods will be used to continually update students' families about the tutoring program? Who should lead on communication with caregivers?

Phone Calls	
Best Practices	**Suggested for Communicating About**
	Platforms and Resources

Texting	
Best Practices	**Suggested for Communicating About**
	Platforms and Resources

Adapted from https://studentsupportaccelerator.com/tutoring/learning-integration/stakeholder-engagement/tutorprogram-family-communication-continual-updates

Planning for Communication with Caregivers: Template (p.2)

Amplify.

What methods will be used to continually update students' families about the tutoring program? Who should lead on communication with caregivers?

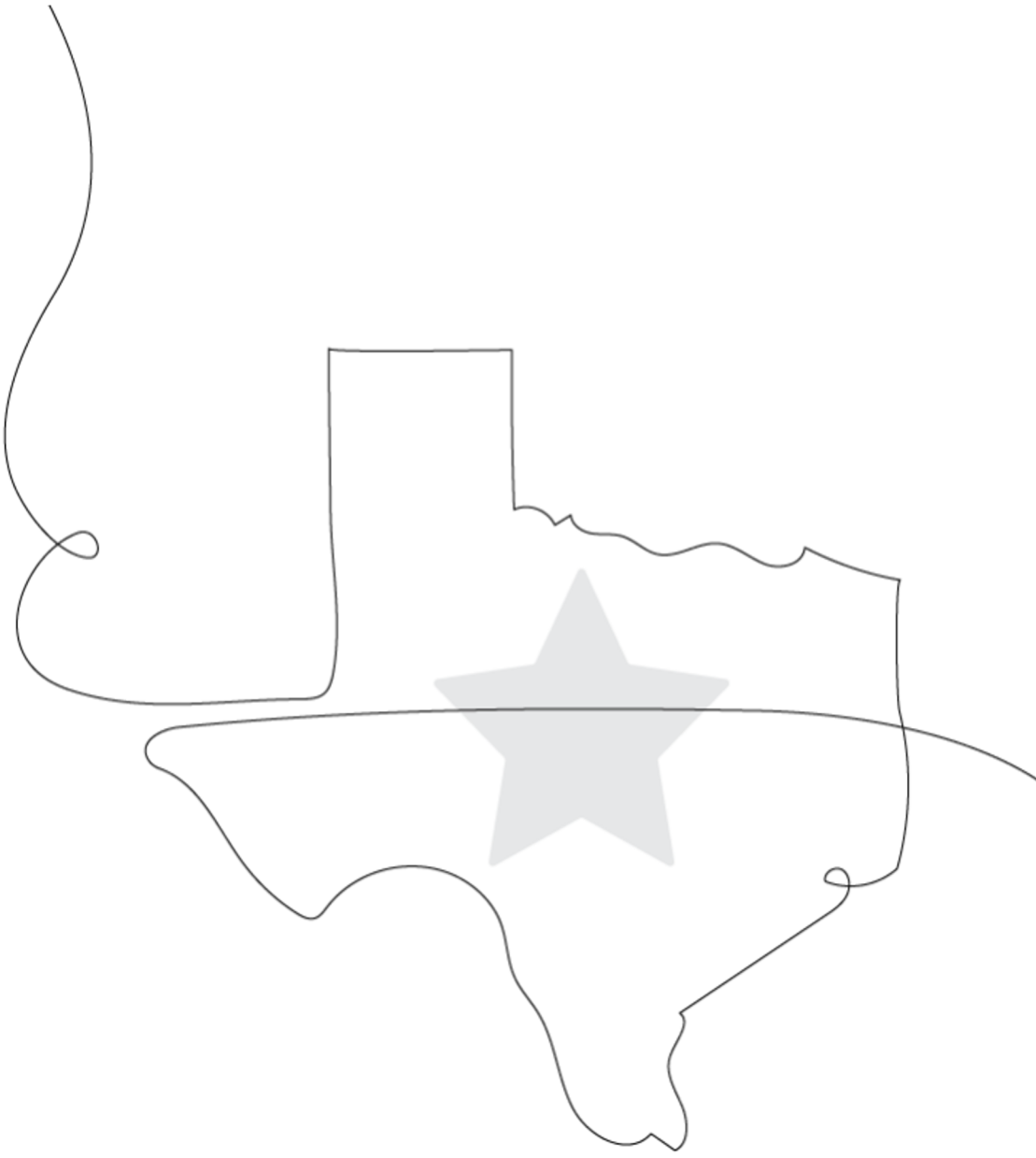
Email & Print Resources	
Best Practices	**Suggested for Communicating About**
	Platforms and Resources

Face-to-face In-person & Via Video Chat	
Best Practices	**Suggested for Communicating About**
	Platforms and Resources

Adapted from https://studentsupportaccelerator.com/tutoring/learning-integration/stakeholder-engagement/tutorprogram-family-communication-continual-updates

Amplify.

Appendix



Texas Education Agency

Communication with Caregivers Guidance (p. 1)

Amplify.

What methods will be used to continually update students' families about the tutoring program? Who should lead on communication with caregivers?

Phone Calls

Best Practices

- **Know and respect family preferences**
  - What is the best time to call?
  - If there's no answer, is a follow-up text or voicemail preferred?
  - Tell students that you plan to call home (for celebrations and to share challenges)
- **When calling**
  - Begin by asking "Is now a good time to talk?"
  - Consider having lengthier conversations in person
- **If you cannot reach families, try**
  - Calling at a different time
  - Asking students for updated phone numbers
  - Text in advance to introduce yourself as the tutor
  - Using a phone number with the same area code as the tutoring program's location/school
- **When calling about urgent matters:**
  - Communicate information within 24 hours of occurrence
  - Consider sending an email or letter in addition to conveying information over the phone

Suggested for Communicating About

- **Mini-Celebrations** for students that deserve praise
- Share **notes from tutoring sessions**, e.g.
  - Student academic progress
  - The topic/method/activity the student worked on
  - What assignments the student has completed
  - Student behavioral updates
- To share **immediate/urgent** concerns, e.g.
  - No-show students (does not show up for scheduled session)
  - Any concerns involving student safety
  - If a student does not uphold norms and expectations for tutoring (i.e. comes unprepared for class)

Platforms and Resources

- **Google Voice:** Through Google Voice, tutors can obtain a free and consistent phone number to give out to families without disclosing personal phone numbers.

Adapted from https://studentsupportaccelerator.com/tutoring/learning-integration/stakeholder-engagement/tutorprogram-family-communication-continual-updates

Communication with Caregivers Guidance (p. 2)

Amplify.

What methods will be used to continually update students' families about the tutoring program? Who should lead on communication with caregivers?

Phone Calls

Best Practices

- Keep tone and content formal and professional
- Introduce yourself and the tutoring program in your first message
- Personalize your messages (Say: "Rachel's Social Studies essay is due on Monday." Don't say: "Your child has an assignment due.")
- Keep messages brief (less than 160 characters)
- Send text messages for things with some immediate urgency (i.e. tonight's homework vs. next week's rehearsal)
- Make your messages actionable by outlining a next step for the caregiver (e.g. "Marcus has a test tomorrow, Please ask him how, where and when he plans to complete his study guide

Suggested for Communicating About

- **Sharing pictures/images of their students in** action. Some good **photo opportunities**:
  - Student helping another student
  - Student explaining or presenting a topic
  - Student following through on action steps
  - Photo of a test/assignment score that shows growth
- **Quick updates and reminders**
  - Student attendance (confirming a student's presence at a session)
  - Upcoming events, deadlines, and/or assessments.
  - Student reminders (e.g. to bring assignments to tutoring, to come to tutoring, to follow through on action steps from a goal setting conference, etc.).

Platforms and Resources

- **Google Voice:** Through Google Voice, tutors can obtain free and consistent phone numbers to give out to families so that they do not need to disclose their personal phone numbers.
- **Remind:** A text app that sends reminders to students and families.
- **TalkingPoints:** A text app that can translate reminders into families' native languages and ask questions via multiple-choice polls.

Adapted from https://studentsupportaccelerator.com/tutoring/learning-integration/stakeholder-engagement/tutorprogram-family-communication-continual-updates