Building a Scalable, Sustainable Tutoring Culture for *All* Students

First in a Series

PUBLIC IMPACT

Meet Today's Team

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Who We Are

Public Impact aims to contribute to dramatic improvements in the quality of education and related policy supports in the United States. We are a team of professionals from many backgrounds, including former teachers and principals. **We are researchers, thought leaders, policy experts, tool-builders, and on-the-ground consultants.**

Students at a North Carolina Opportunity Culture school

Public Impact's mission is to **dramatically** improve learning outcomes for all students, with a focus on low-income students, students of color, and other students **whose needs have historically not been well met.**

The Opportunity Culture Commitment

Reach *all students* with excellent teaching, consistently

Reach *all educators* with outstanding, paid career opportunities

...leading to dramatically higher learning growth.

Module Resources

Module Objectives

Discover

How is a "tutoring culture" defined, and how does the Multi-Classroom Leader (MCL) role support one on MCL teams?

Engage

What are the key components of a scalable, sustainable tutoring culture, and how can MCLs positively influence a tutoring culture?

Build

How can MCLs build on their practice to lead and guide instruction to increase and maximize the impact of their teaching team's small-group teaching and tutoring?

DISCOVER

A Scalable, Sustainable Tutoring Culture

What is Tutoring?

How do you define tutoring?
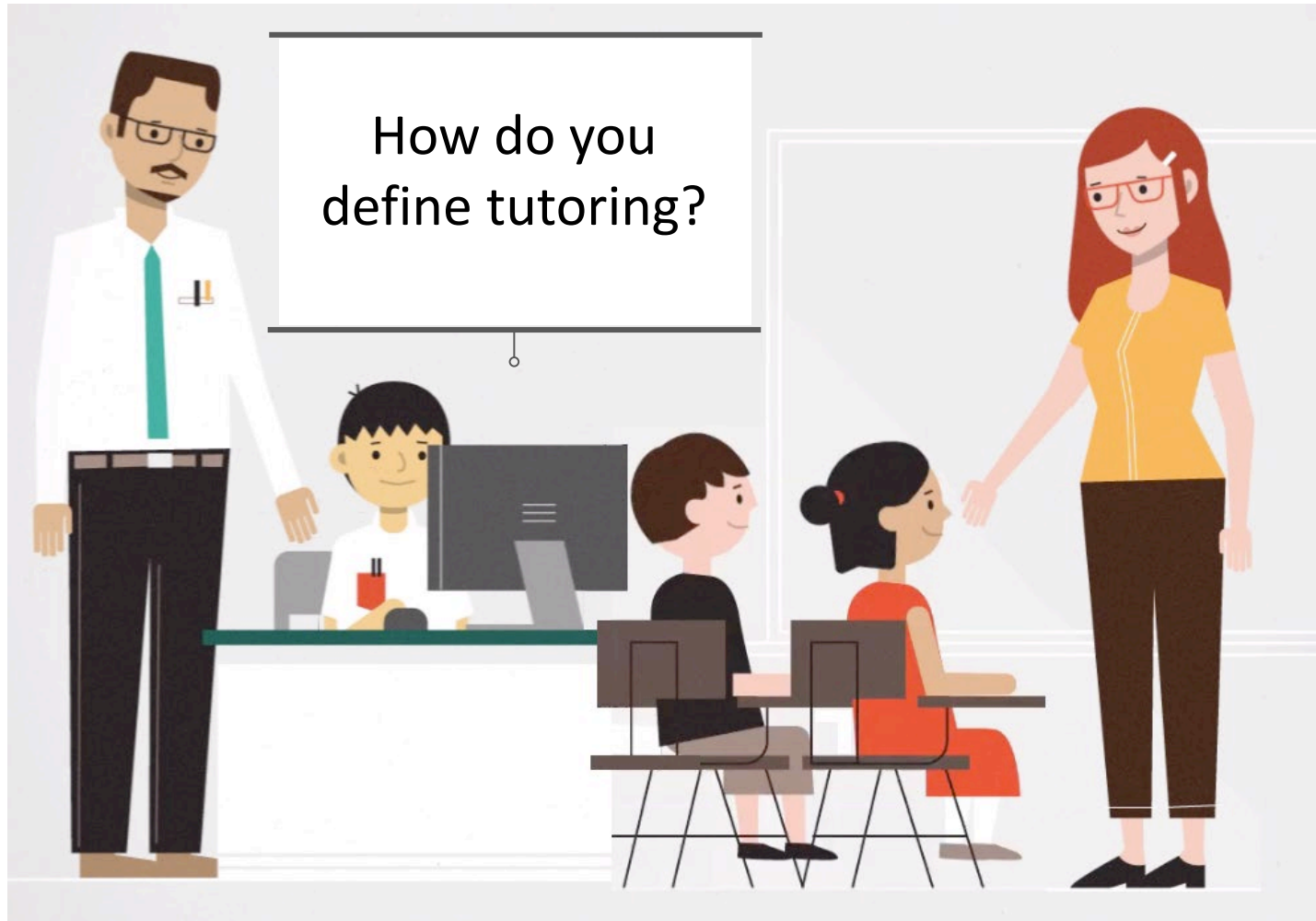
What Does "Tutoring" Bring to Mind?

Tutoring is a supplemental resource to increase student comprehension, test performance, and rigor.

—8th-Grade ELA Teacher

Guided support on a specific problem or practice.

—District Leader

Tutoring is small-group or one-on-one instruction outside of school hours.

—Multi-Classroom Leader

Assistance in a particular subject that helps you better understand said subject.

—School Leader

"Tutoring Culture" Defined

In a tutoring culture, **all students** have access to far more *small-group learning* during school, with **all adults providing small-group tutoring and teaching**.

Adults in a tutoring culture focus on **any small-group instruction that each student in the group needs for learning growth.** This may include pre-teaching, concept introduction or discussion, focused skill teaching, assignment completion help, reteaching, extension, and other similar help.

Traditional Tutoring vs. Tutoring Culture

Traditional Tutoring Practices	Tutoring Culture Practices
Before or after school	During the school day
Supporting low-performing students	Available to every student based on individual need
Remedial, reteaching, and/or assignment completion help	Pre-teaching, concept introduction/discussion, focused skill teaching, reteaching, assignment completion help, extension
Teacher/Paraprofessional	*All* available adults (MCLs, teachers, paraprofessionals, parents, volunteers)
Short-term; isolated	Yearlong; sustainable and scalable
Reinforces insecurities	Nurtures self-efficacy

Why Establish a Tutoring Culture on OC Teams?

The Challenge: Despite a lot of effort in the field to promote small-group instruction, tutoring hasn't scaled up in schools that still use the one-teacher, one-classroom model, given organizational challenges and costs of add-on programs.

Our Solution:

In a tutoring culture, Multi-Classroom Leader teams present a new frontier, with:

- **MCL-led** lesson-planning power

- **Data-driven** student groupings

- **More paraprofessional roles** that can focus on small-group tutoring

- **Focus on maximizing adult time with students,** shifting all staff away from only whole-class instruction, with MCL support

The Impact Potential: With all the above, schools can _double_ the extra learning impact of MCL teams today.

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Why Should MCLs Lead The Work?

MCLs *teach* students directly
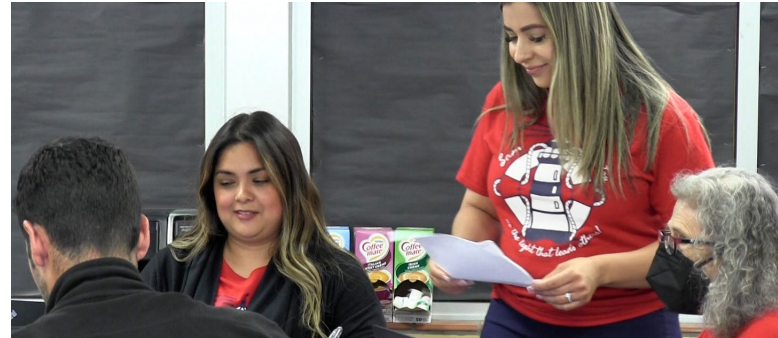
MCLs *plan* with their teaching team
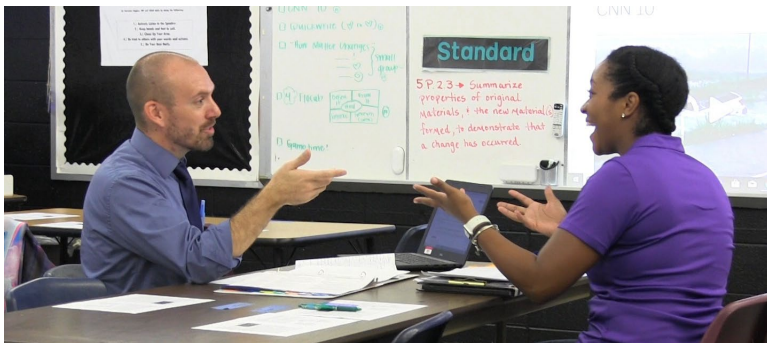
MCLs *coach* and give feedback to team members

MCLs *lead* team on student data analysis and action planning

PLUS

MCLs have the *authority* to implement instruction teamwide
MCLs are held *accountable* for the learning growth of all the team's students

The Impact of Involving All Available Adults

Thousands More Hours of Small-Group Tutoring Per School Are Possible —with *Huge* Impact—if All Adults' Time & Talents Are Best Used
(average of 1.5 years of extra learning growth)

The Impact of Small-Group Tutoring by Various Adults

Years of Extra Learning Growth

2.0	
1.6	Paraprofessionals: **1.6**
1.2	
0.8	Parents: **0.8**
0.4	Other Volunteers: **0.9**
0.0	

Parents   Other Volunteers   Paraprofessionals
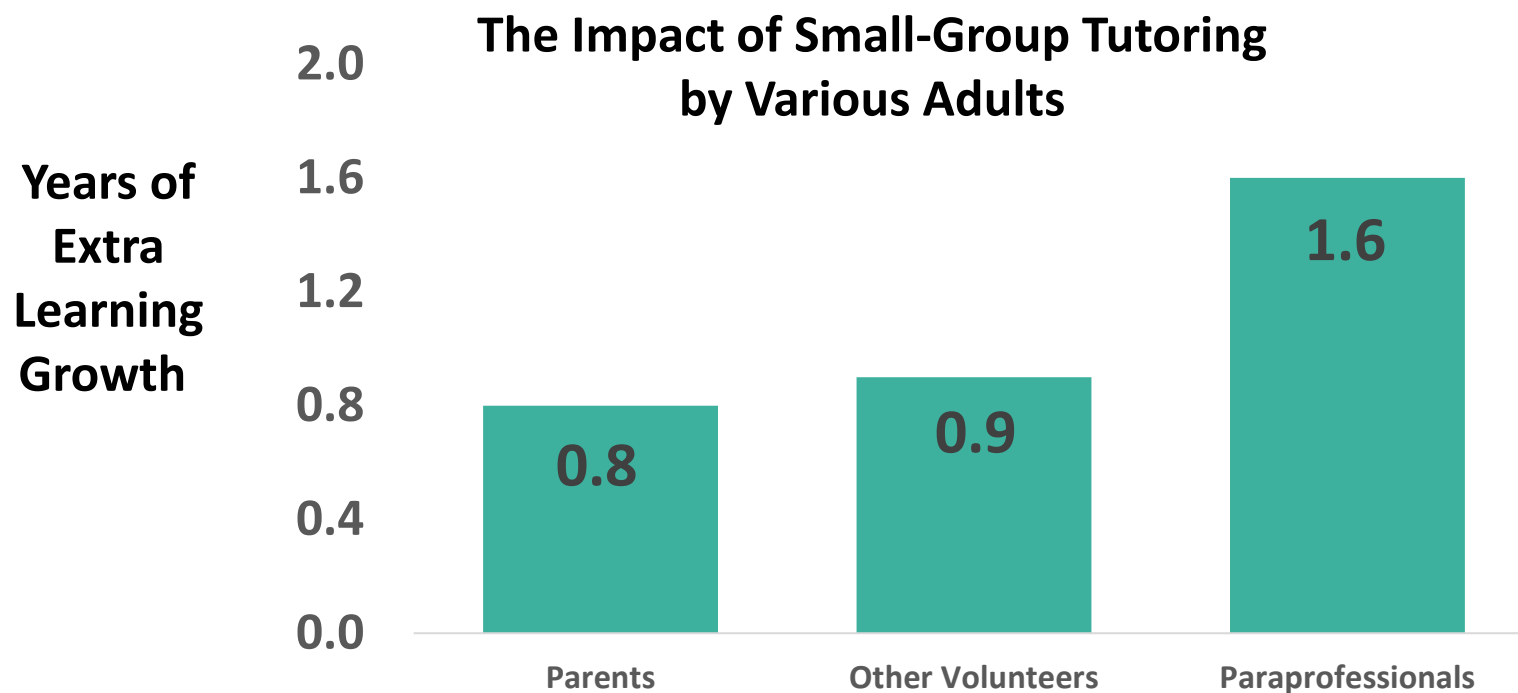
Source for tutoring impact: Nickow et al. 2020. MCL impact from third-party studies of OC.

Tutoring Culture: Summary

What?	Why?	Who?	How?
Increase opportunities for targeted small-group instruction throughout the day	Compared with whole-group instruction, using small groups vastly increases the growth of students	All adult school staff—using more of teachers' time and most of paraprofessionals' time—and adult volunteers	MCL teams tap the time and talents of *all* adults to meet the needs of individual students, using MCL-guided lessons and data-driven learning groups

*How is a **"tutoring culture"** defined, and how does the **Multi-Classroom Leader** (MCL) role support one on MCL teams?*

The SIMPLE Framework and MCL Role in a Tutoring Culture

The Role of an MCL

Observing and Debriefing

Leading Team: Lessons, Monitoring & Improving

Providing In-Class Supports

Teaching Students Directly

The SIMPLE Framework

To build a **tutoring culture** in Opportunity Culture schools:

- **Start with Multi-Classroom Leaders** guiding and all adults providing

- **Intentionally plan and internalize lessons and assignments** in advance, by adopting and adapting curricula

- **Monitor and adjust** lesson content and student groups, using student learning data

- **Prioritize "small for all"** using small groups for all students

- **Lengthen time in smaller groups**—minimize time teaching whole group at once

- **Engage students**—interpersonally to focus and motivate

<u>S</u>tart with the MCL

The Multi-Classroom Leader:

- Creates an instructional schedule that includes *all adults*

- Defines a process for assigning adults to student groups and content

- Builds teachers' skills to guide paraprofessionals and volunteers who tutor

- Adjusts student and adult time and groupings to maximize student learning

**Leading Team:
Lessons, Monitoring
& Improving**

Intentionally Plan and Internalize Lessons

The Multi-Classroom Leader:

- Adapts high-standards instructional material that includes short prerequisite lessons and rigorous extensions.

- When necessary, creates more lessons in advance to address prerequisite skills or rigorous extensions

- Seeks opportunities to integrate content that is relevant to the identity of students

- Helps team practice and internalize key, difficult lessons

Leading Team: Lessons, Monitoring & Improving

The Multi-Classroom Leader:

- Creates a data-driven team culture that assesses student knowledge before, during, and after a unit

- Teaches and leads to meet the needs of *all* students

- Facilitates weekly data discussions to support teachers with forming small groups and adjusting as needed

- Creates plan to address learning gaps or extension needs for each group, including adjusting or adding lesson content further, if needed

Providing In-Class Supports

Leading Team: Lessons, Monitoring & Improving

Prioritize *"Small for All"*

The Multi-Classroom Leader:

- Prioritizes teaching and tutoring in small groups of 3–5 students, for all students

- Identifies the availability of the people to support small groups

- Uses the strengths of available members to intentionally pair students with available adults

Observing and Debriefing

Leading Team: Lessons, Monitoring & Improving

Lengthen Time in Smaller Groups

The Multi-Classroom Leader:

- Examines times throughout the entire school day to push opportunities for small-group teaching and learning

- Supports teachers with determining spaces for small-group teaching along the perimeter of the classroom, to allow for adequate supervision of their entire class

- Designs a clear transition process between small groups to maximize instructional time

Observing and Debriefing

Leading Team: Lessons, Monitoring & Improving

Engage Students

The Multi-Classroom Leader:

- Connects personally with students to motivate

- Takes specific steps to help students feel safe

- Coaches teachers to believe that their instruction changes students learning outcomes

- Builds a bridge to connect relationships to content knowledge

Teaching Students Directly

Leading Team: Lessons, Monitoring & Improving

Key Takeaway

The components of SIMPLE already exist within the MCL role!

*What are the **key components** of a scalable, sustainable tutoring culture, and how can MCLs positively influence a tutoring culture?*

BUILD

Develop a Plan of Action

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Needs Assessment

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PLANNING YOUR TUTORING CULTURE

Goal: Make progress toward " Small for All"—all students and adults engaged in differentiated small groups often

Steps:

1) **Discover**—Read the major categories. Skim detail. Listen in the *SIMPLE* online learning module or live session.

2) **Engage**—Complete the assessment using the "Building a Scalable, Sustainable Tutoring Culture for *All* Students" module or by attending a live session. Complete for your classroom (teacher), team (MCL), or across a school (principal). Items marked "**ID**" are **implementation details** to align the key action of a tutoring culture with how it is implemented.

3) **Build**—Start planning your tutoring culture using the form at the end here, or during a live session.

Key: Y=Yes, N=No, U=Unknown, NA=Not Applicable; ID=implementation details

Tutoring Culture	Y	N	U	NA
(S) Start with Multi-Classroom Leaders Guiding—and All Adults Providing				
MCLs create a schedule that includes all adults in small-group teaching and tutoring				
MCLs have and use a defined process for assigning adults to student groups and content				
MCLs build teachers' skills to guide paraprofessionals and volunteers who tutor				
MCLs adjust student and adult time and content to maximize student learning (dials cover student and adult time and content)				
• ID: **All teachers** teach/tutor small groups daily				
• ID: **All MCLs** teach/tutor small groups daily				
• ID: **All administrators** tutor a small group at least once weekly				
• ID: **Volunteers** spend majority of their time tutoring small groups				

How can you ***build*** a stronger tutoring culture?

Action Planning

| Step One: Identify strengths. | Step Two: List key opportunities for growth. | Step Three: Rank your opportunities for growth from highest to lowest priority. | Step Four: Outline the steps you can take to maximize growth in each area. |

Build—Start planning using the form below.

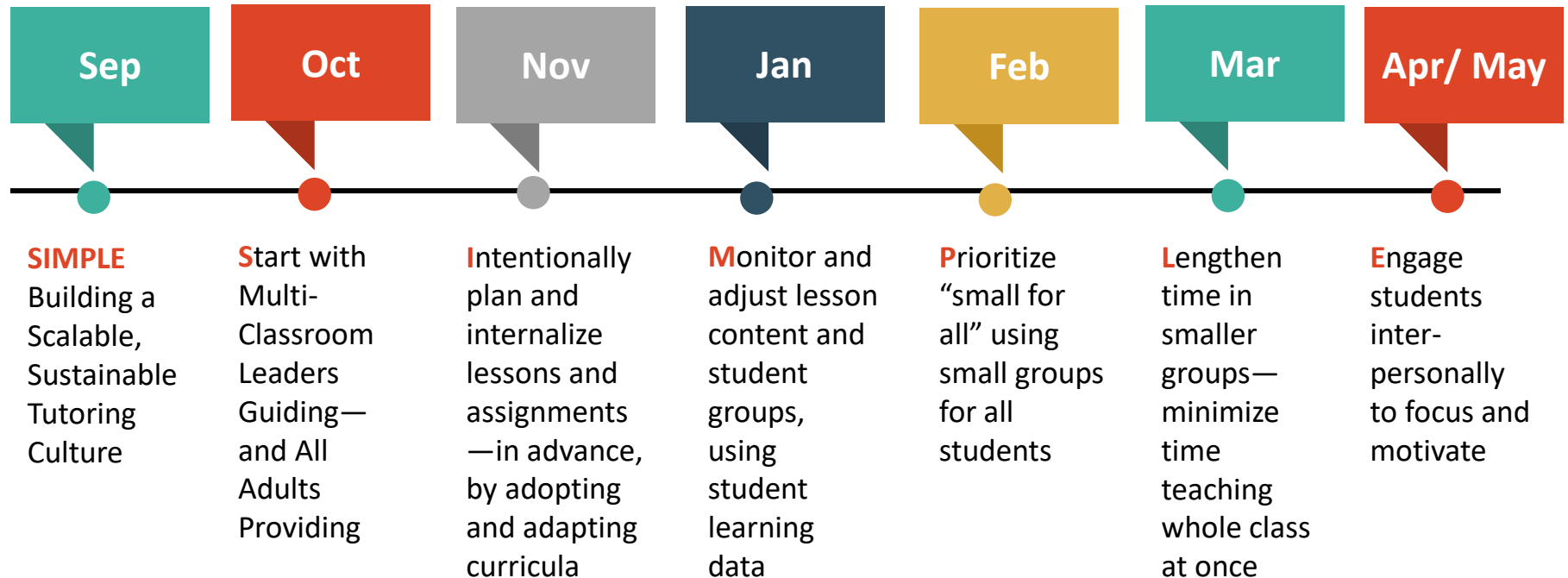| Strengths		
Growth Opportunities		
List Key Opportunities for Growth	Rank your opportunities for growth from highest to lowest priority	Outline the steps you can take to maximize growth in this area. Use the 3 Ws: • **What** specific actions • **Who** is involved • **When** should this be implemented

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Scope and Sequence

| Sep	Oct	Nov	Jan	Feb	Mar	Apr/ May
SIMPLE Building a Scalable, Sustainable Tutoring Culture	**S**tart with Multi-Classroom Leaders Guiding—and All Adults Providing	**I**ntentionally plan and internalize lessons and assignments —in advance, by adopting and adapting curricula	**M**onitor and adjust lesson content and student groups, using student learning data	**P**rioritize "small for all" using small groups for all students	**L**engthen time in smaller groups—minimize time teaching whole class at once	**E**ngage students inter-personally to focus and motivate

Action Items

Write down 2–3 action items you commit to incorporating into your work based on your takeaways from this session.

Action Item	People	Timeline
Discuss your completed needs assessment and action plan with your school leader to begin building on the elements needed to create a tutoring culture.	MCLs	
Members of the Opportunity Culture community can register for professional development to enhance tutoring culture using SIMPLE framework.	District Leaders, School Leaders, MCLs	

We Would Love Your Feedback!

Thank you for your engagement and participation!

Please give us feedback on this on-demand session by visiting the link found on our webpage or using the QR code.
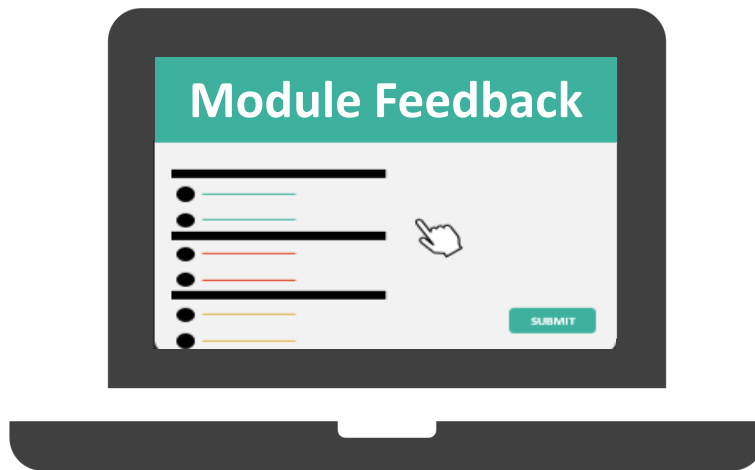
Thank You

For more information, please contact us at:

ProfessionalLearning@publicimpact.com

Watch your inbox for more modules in this series!