# **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** for a tutoring culture.

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

***Note:*** *In Opportunity Culture schools, educators in the Multi Classroom Leader (MCL) role lead and guide the work to build a scalable, sustainable tutoring culture for all students. However, the information in this needs assessment as well as our accompanying live sessions can also apply to teacher-leaders and team teachers in non-Opportunity Culture schools.  Any teacher or teacher-leader can use these steps and strategies to boost student learning.*

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

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| **Tutoring Culture**  | **Y** | **N** | **U** | **NA** |
| **(S) Start with Multi-Classroom Leaders (MCLs) Guiding—and All Adults Providing** |
| **MCLs create a schedule that includes all adults** in small-group teaching and tutoring  |   |   |   |   |
| **MCLs have a defined process for assigning adults** to student groups and content  |   |   |   |   |
| **MCLs build teachers’ skills to guide** paraprofessionals and volunteers who tutor  |   |   |   |   |
| **MCLs have a plan to adjust student groupings, student time in small groups, adult time and roles, and learning content** based on datato maximize student learning (“Tutoring Dials”) |   |   |   |   |
| **MCLs coach adults to believe that their instruction changes student** learning (“teacher efficacy”) |   |   |   |   |
| All adults engage in small-group teaching and tutoring   |   |   |   |   |
| * ID: **All teachers** teach/tutor small groups daily
 |   |   |   |   |
| * ID: **All MCLs** teach/tutor small groups daily
 |   |   |   |   |
| * ID: **All Reach Associates** tutor small groups\* at least half of their work time.
 |   |   |   |   |
| * ID: **All Paraprofessionals** tutor small groups\* at least part of their work time.
 |   |   |   |   |
| * ID: **All administrators** tutor a small group at least once weekly
 |   |   |   |   |
| * ID: **Volunteers** spend majority of their timetutoring small groups
 |   |   |   |   |
| **(I) Intentionally plan and internalize lessons and assignments—in advance, by adopting and adapting curricula** |
| School adopted **high-standards\* curricula** in MCL-led subjects (or **develops and uses** lessons by one or more MCLs, if no adoptable curriculum is available)  |   |   |   |   |
| School adopts/uses curriculum with **at least some differentiated lessons** already available  |   |   |   |   |
| * ID: Lessons (in curriculum or developed by MCL team) include **prerequisite skills/knowledge** for each standard
 |   |   |   |   |
| * ID:Lessons (in curriculum or developed by MCL team) include **advanced skills/knowledge** beyond standards
 |   |   |   |   |
| MCL team plans ahead to ensure that all lessons and interim assessments **align with curriculum**  |   |   |   |   |
| MCL team analyzes historical school and/or incoming class data to identify lesson changes—adding prerequisite or advanced lessons, if not already available—for learning growth |   |   |   |   |
| MCL team edits lessons to include examples/content relevant to the identity of students in class |   |   |   |   |
| MCL helps teachers prepare to teach lessons, internalizing the most critical content  |   |   |   |   |
| **(M) Monitor and adjust—lesson content and student groups, using student learning data**  |
| **MCLs create an assessment cycle/schedule** to assess student knowledge/skills and adjust lessons and groups  |   |   |   |   |
| **MCL team gives student assessments frequently, at least weekly** (as often as daily)  |   |   |   |   |
| * ID: Teachers assess student knowledge/skills **before and within units**, not just at end
 |   |   |   |   |
| * ID: Assessments include **prerequisites and advanced knowledge/skills**
 |   |   |   |   |
| **MCL team reviews assessment/learning data at least weekly**: student growth, proficiency, etc. |   |   |   |   |
| **Teachers adjust prepared lesson/assignments further**,if needed, for all groups’ learning growth  |   |   |   |   |
| **Teachers assign lessons and small groups** to achieve high growth for each student  |   |   |   |   |
| * ID: All students who **master standards are offered advanced** skills/knowledge instruction
 |   |   |   |   |
| * ID: All students are **taught to the standards, never only prerequisite** skills/knowledge
 |   |   |   |   |
| **(P) Prioritize “small for all” using smaller groups for all students** |
| ***All* students** **receive small-group instruction** during the school day most days  |   |   |   |   |
| * ID: Include **all students**, to avoid stigma and to ensure equitable access to learning
* ID: All students should receive ***at* *minimum* 90 minutes** of small-group teaching and tutoring per week across core subjects
* ID: Students > 1 year behind, or the bottom ¼ of class, whichever is greater, receive ***at minimum* 120 minutes** of small-group teaching and tutoring per week across core subjects
 |   |   |   |   |
| Small-group teaching and tutoring **group sizes *average* 3 to 5 students**, not fewer, not more |   |   |   |   |
| Teachers teach **small** (average 3–5) and **midsize groups** (8–13) **more often than whole class**  |   |   |   |   |
| * ID: Small groups (or assignments for each student in groups) are determined by data
 |   |   |   |   |
| * ID: Midsize groups are *not* fixed “ability” groups; they are heterogeneous or changing
 |   |   |   |   |
| **Supplemental tutoring by vendors** **is added to, not instead of**, small groups by school staff during school  |   |   |   |   |
| **Adults with small groups sit on room perimeter** to engage their group *and* monitor whole class |   |   |   |   |
| **(L) Lengthen time in smaller groups—minimize time teaching whole class at once** (see S&P for time standards) |
| **Small-group instruction is the majority** of teachers’ instructional time |   |   |   |   |
| **Whole-class teaching is *not* the majority** of teachers’ instructional time |   |   |   |   |
| **Small-group instruction time is not limited** to intervention periods  |   |   |   |   |
| **(E) Engage students interpersonally to focus and motivate** |
| **MCL teams plan how to engage students** through adult actions and student activities (see detail) |   |   |   |   |
| **MCL teams expressly value students’ racial and ethnic identity *and use* in student assignments** |   |   |   |   |
| **Students express feeling safe and motivated to learn in class** |   |   |   |   |
| * ID: **Understanding self**: Adults and students spend time on activities to understand their own strengths, challenges, feelings, values, interests, background and other characteristics.
 |   |   |   |   |
| * ID: **Understanding others**: Adults and students spend time on activities to understand others’ feelings, values, interests, background and other characteristics.
 |   |   |   |   |
| * ID: **Building climate**: MCL teams use knowledge of students across the class, belief in their potential and research-based strategies to build class environment supporting success by all.
 |   |   |   |   |
| * ID: **Motivating individuals:** MCL teams use knowledge of *each* student, belief in their potential, and research-based instruction to influence, develop and motivate individuals.
 |   |   |   |   |

\*Standards as high as NAEP, at least. See [**EdReports.org**](https://www.edreports.org/reports) for some free and low-cost published options.

**Build—**Start planning using the form below.

* Reflect on your current tutoring practice by **completing the SIMPLE needs assessment above**.
* Examine each of the **SIMPLE** indicators and zero in on the Yes or No ratings to identify **strengths and key growth opportunities** to create a stronger, Multi-Classroom Leader-led tutoring culture.
* **Highlight or bold the 2–3 *most i*mportant** steps your MCL team(s) could take in the coming year.

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| --- |
| **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
 |
|   |   |   |
|   |   |   |
|   |   |   |

**Notes**: