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High Impact Tutoring and the Blended Learning Model

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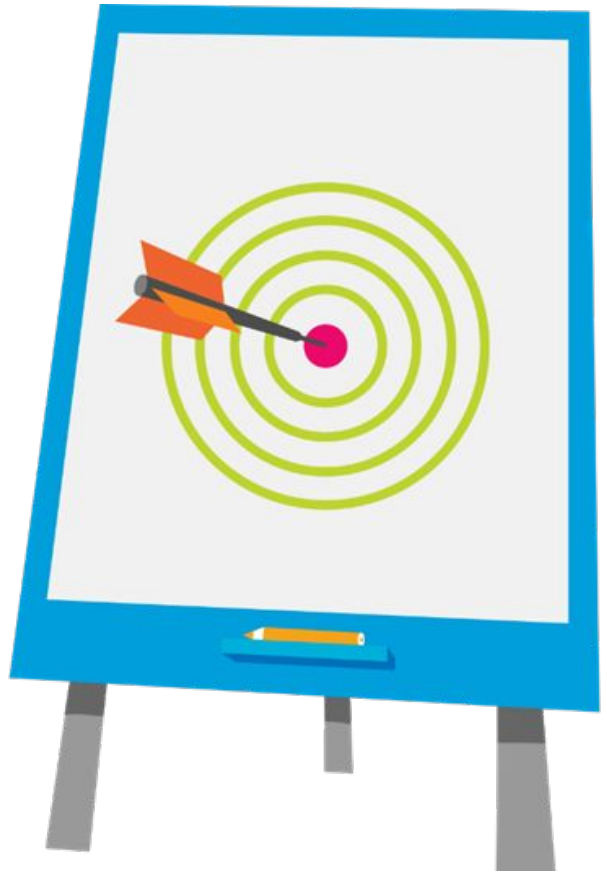
Today's Conversation....

- **What is Personalized or Blended Learning?**
  - What types of Blended / Personalized Learning exist within the classroom?
  - Rotation Model(s) in depth
  - Classroom Culture Impacts
- **The 'push' for High-Intensity Tutoring**
  - Why has there been an enhanced focus on 'High-Intensity Tutoring?'
  - What data is there to support the effectiveness of tutoring?
  - What design principles are critical to support a tutoring program?
- **'The Educator Multiplier'**
  - The intersection between Blended Learning Principles and High-Intensity Tutoring
  - Real-world classroom implementation and how it can scale
- **Building your Plan**
  - Essential elements for incorporating High-Intensity tutoring into your classrooms
  - Plan Outline and identifying early adopters
- **Open Question and Answer Section / Closing**



Individualized, Personalized and Differentiated Learning

- Within the context of education, **differentiation** is a type of learning where instruction is tailored to meet the **learning needs**, **preferences** and **goals** of individual students. The overarching academic goals for groups of students are the same, yet the teacher has the latitude to use whatever resources and approaches they see fit to connect with a student or use practices that have proved successful for similar students.

  -Focuses on the "**How**"

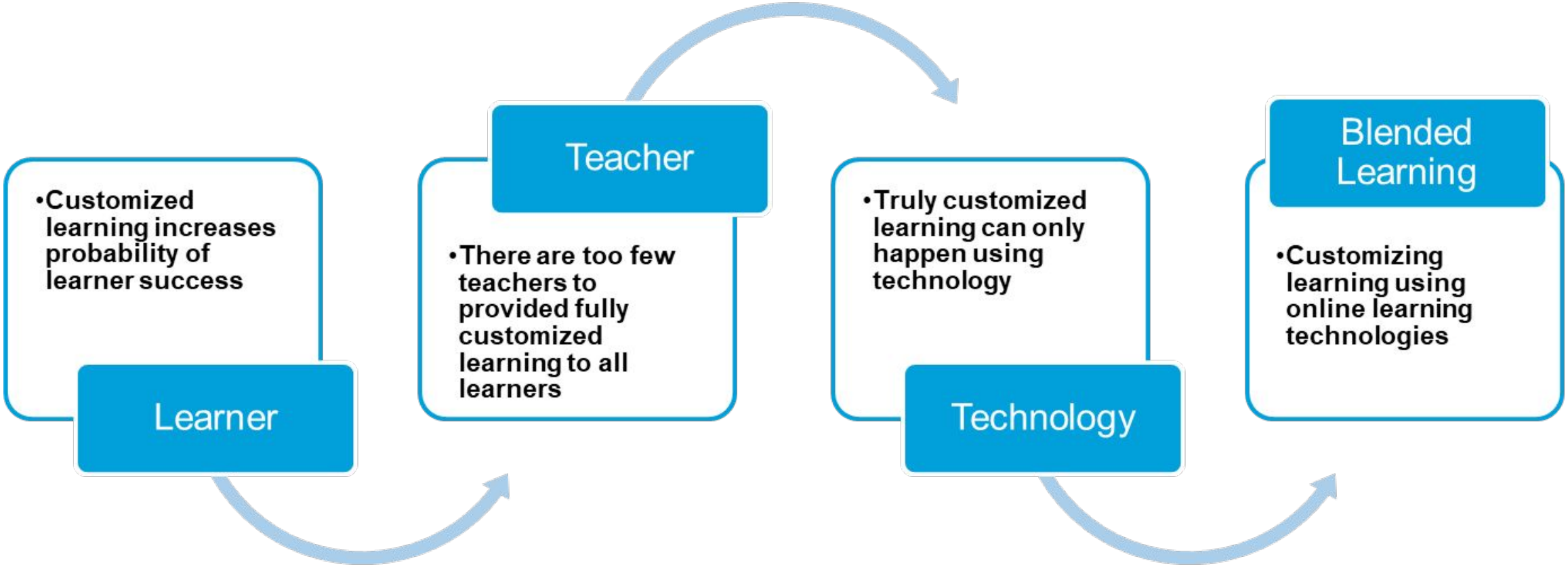
- **Individualized learning**, or **individualized** instruction, is a method of teaching in which content, instructional technology, and pace of **learning** are based upon the abilities and interest of each learner.

  -Focuses on the "**When**"

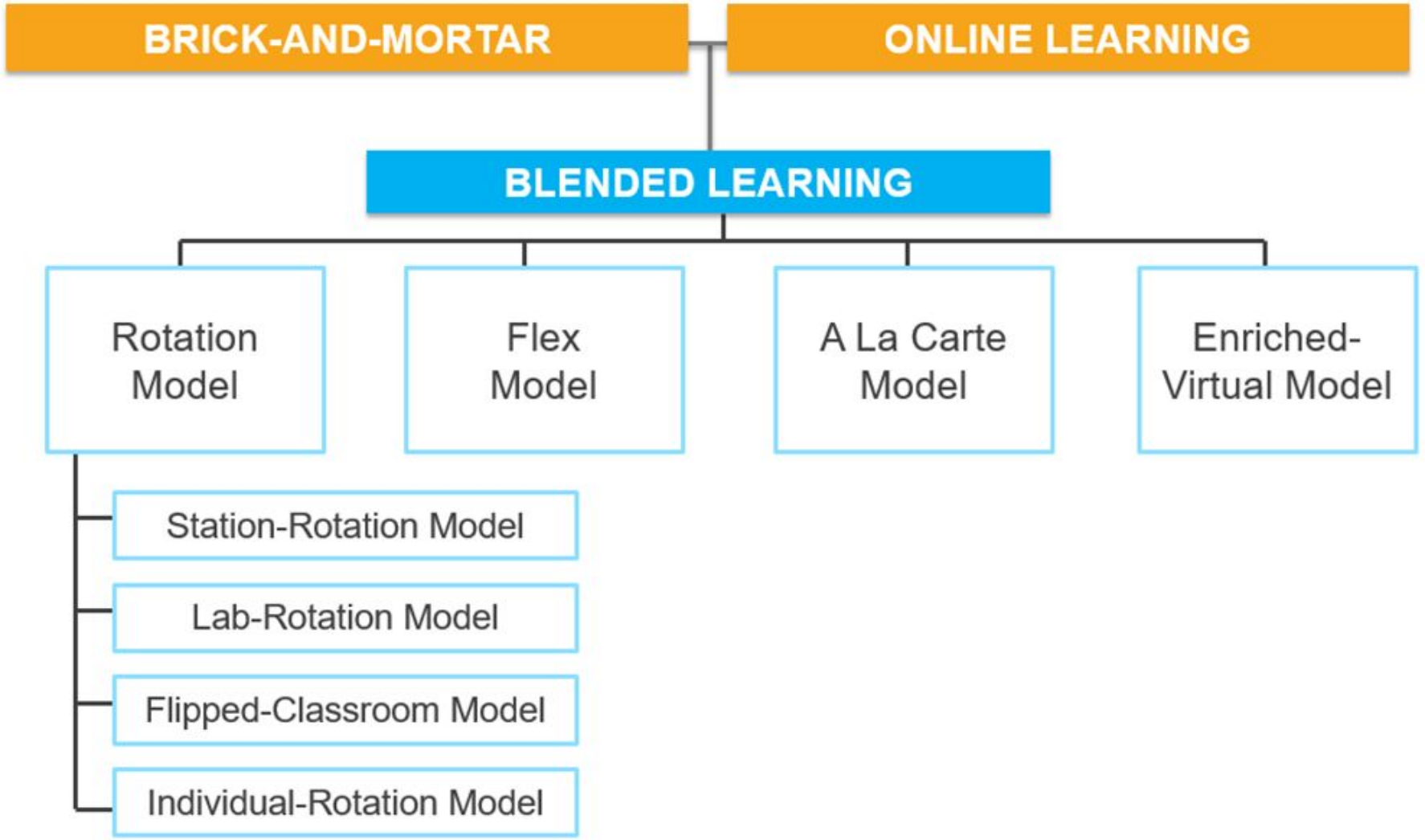
- **Personalized learning** is the tailoring of pedagogy, curriculum and **learning** environments by learners or for learners in order to meet their different **learning** needs and aspirations. Typically technology is used to facilitate **personalized learning** environments.

  -Puts "**How and When**" together, with emphasis on student choice

Blended Learning as a Process…



Blended Learning Models



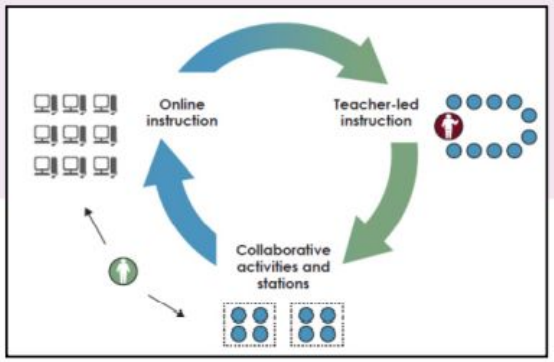
Rotation Model

Station Rotation

In station rotation, students rotate through all stations within a classroom or group of classrooms.

Benefits: Easy to implement, can be implemented within a classroom, no need to modify set schedules, only requires access to a small number of computers or mobile devices, doesn't require a large amount of space

Considerations: Classroom management for efficient station switching, works best when longer blocks of time are available

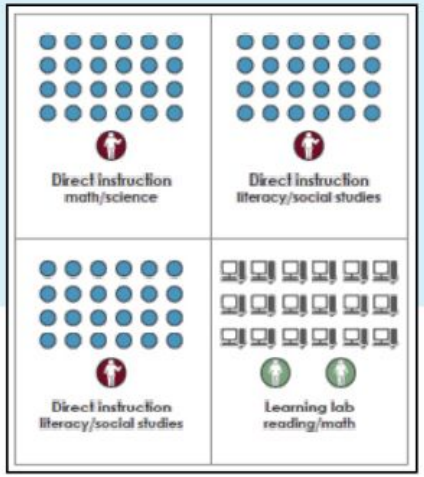


Lab Rotation

In lab rotation, students rotate to a computer lab for online learning.

Benefits: Works great when no classroom devices are available, all students can access online learning at the same time, instructors can easily pull students for 1:1 instruction

Considerations: Computer lab time needs to be scheduled, access may not be available every day



- A **Rotation Model** is a course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning.
- Other modalities might include activities such as small-group or full-class instruction, group projects, **individual tutoring**, and pencil-and-paper assignments.
- The students learn mostly on the brick-and-mortar campus, except for any homework assignments. This model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

Blended Learning is not ‘all or nothing’

Blended learning by definition is <u>not</u> a single solution or panacea.

Blended learning is about providing flexible solutions that provide students with:

- The correct learning content that is supported by your existing MTSS program
- A learning environment that supports individual students discrete learning needs
- Support that augments existing direct-instruction within the classroom

Blended learning can drive and support your existing classroom culture.

Rotation: Flipped Classroom	Rotation: Lab and Station	A La Carte & Enriched Virtual	Flex
• Culture of homework completion	• Culture of independent learning • Culture of collaborative learning	• Culture of independent study	• Culture of risk taking

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What is 'High-Intensity Tutoring?'

- **How do you define 'high-intensity/dosage tutoring?'**
  - High intensity/dosage tutoring is defined as 'more than three days per week or at a rate of at least 50 hours over the course of 36-weeks' (1)

- A recent meta-analysis reviewed studies of tutoring interventions that have been evaluated by randomized controlled trials in the past few decades and found that, on average, tutoring increased achievement by roughly an additional **three** to **15** months of learning across grade levels. (2)

- While effective tutoring programs can be expensive, their large average, positive effects make them highly cost effective relative to many other educational interventions.

- Although high-dosage tutoring is an excellent strategy for addressing **COVID-19** learning loss, students most likely to benefit from high-dosage tutoring are the **<u>least likely</u>** to have adequate access without direct school or district action.

What data is there to support the use of 'High-Intensity Tutoring?'

- **Tutoring is one of the most effective ways to increase overall student achievement for students from lower income families**
  - A **2017** study (1) examined interventions that aimed to improve educational achievement for elementary and middle school students from low socioeconomic backgrounds. Of all the interventions examined, including feedback and progress monitoring, cooperative learning, computer-assisted instruction, and mentoring of students, tutoring was most effective.

- **High Dosage Tutoring can be scaled and can still improve student learning outcomes**
  - Many educational programs that show effects in smaller trials appear less effective when implemented for large groups of students.
  - Large-scale tutoring will not likely replicate the gains found in small-scale studies evaluating tutoring programs under ideal circumstances. However, studies of 15 larger-scale tutoring programs serving between 500 and 7,000 students still found that these programs generated meaningful gains (an average effect size of 0.25 standard deviations).

Design Principles for High-Impact Tutoring

- **Frequency**
  - Tutoring is most likely to be effective when delivered in high doses through tutoring programs with three or more sessions per week or intensive, week-long, small-group programs taught by talented teachers.
- **Group Size**
  - Tutors can effectively instruct up to three or four students at a time. However, moving beyond this number can quickly become small group instruction, which is less personalized and requires a higher degree of skill to do well. One-to-one tutoring is likely most effective but also more costly.
- **Personnel**
  - Because the skills required for tutoring are different from the skills required for effective classroom teaching, a wide variety of tutors (including volunteers and college students) can successfully improve student outcomes, if they receive adequate training and ongoing support.
- **Scheduling**
  - Tutoring interventions that are conducted during the school day tend to result in greater learning gains than those that are after school or during the summer.
- **Measurement**
  - Tutoring programs that support data use and ongoing informal assessments allow tutors to more effectively tailor their instruction for individual students.
- **Relationships**
  - Ensuring students have a consistent tutor over time may facilitate positive tutor-student relationships and a stronger understanding of students' learning need(s).
- **Curriculum**
  - Using high-quality instructional materials that are aligned with classroom content allows tutors to reinforce and support teachers' classroom instruction.

The ‘Educator Multiplier’

Utilizing virtual learning to help lower tutoring costs while implementing blended learning strategies can help you ‘multiply’ the number of educators working to support students.

- Preliminary results from a recent evaluation of the **Saga Education** tutoring program in **Chicago** and **New York City** public schools found that a blended model was **equally effective** at increasing student learning as the costlier in-person only tutoring.

- A recent small-scale evaluation of an elementary math online tutoring program found promising results. Students who received **online one-to-one** tutoring showed **greater gains** on a math assessment than those who did not, which compares favorably to effects found by other, in-person elementary math tutoring programs.

- Implementing a live, **state-certified educator** trained in **SEL strategies**, to support your students in-class, in a station-rotation model can help you reach more students with more targeted, relevant content.

Real-World Classroom Implementation

Station Rotation

In station rotation, students rotate through all stations within a classroom or group of classrooms.

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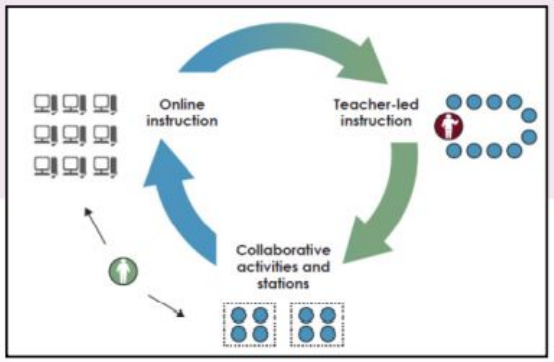

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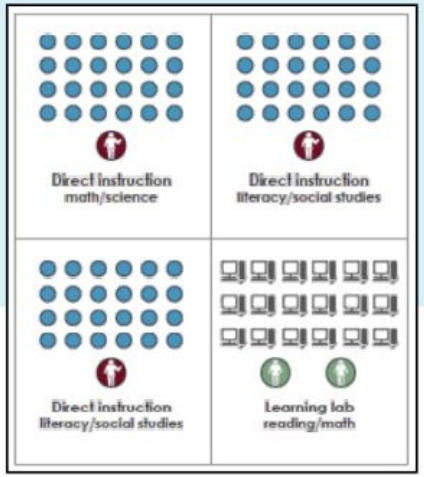

- Utilizing a **Station/Lab Rotation** model, you can have students rotate through various stations, with one of those stations including access to live, state-certified educators specifically for high-dosage tutoring.
- Students would be assigned an educator in a small-group or 1:1 setting and working with an educator who is in **direct contact** and alignment with the cooperating classroom teacher to ensure that needed skills are presented. The tutors content would be in direct alignment with the districts **scope-sequence** to ensure consistency.
- The educator can communicate directly with the tutor(s) to ensure correct pacing/content alignment with **very minimal** workload. Students who miss tutoring sessions can revisit the content missed by reviewing recorded **mini-lessons**.

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Building Your Plan - Essential Items to Consider

High-dosage Tutoring is <u>not</u> a 'silver-bullet.' Students are unlikely to experience learning gains if schools do not commit time and resources to fully implement a high-quality tutoring program well.

Implementation Best Practices

- Begin by using the 'Backward-Design' principle, focus on the student population that you know needs the most support/scaffolding. Work within you existing MTSS program to create flexible groups of students using student assessment scores, classroom observations, ect.
- Work to identify specific content that students need additional support in mastering and use those concepts to create intervention time that is focused on the mastery of that content. Work alongside cooperating tutors to ensure that appropriate content is being delivered to students.
- Focus on ensuring classroom management techniques are practiced and supported. Managing an effective station-rotation classroom requires effective classroom management skills.

Plan Outlines / Early Adopters

Purpose: Achievable educational goal	Process: Definable timeline	Targets: Within one year
• Improve student performance • Increase graduate rate • Widen course offerings	• One semester pilot + One semester implementation	• 20% increase on high stakes test scores • 20% increase in graduation rate • 50% increase in elective course enrollment distribution • 25% increase in project based assessment • 25% increase in course completion • 20% reduction in final grade standard deviation

- **Before your program starts, there are few items that you should consider:**
  - Work to identify the students within your classroom(s) that have the highest need for daily high-impact tutoring using data from your MTSS program/assessment scores
  - Identify 'Early Adopters' within your school/district who are progressive and are looking to enhance their teaching practices
  - Ensure proper technology supports are in place prior to beginning this type of blended learning within the classroom
  - Lay out clear student/teacher expectations for this type of intervention
  - Foster a culture of both independent and collaborative learning as making a successful station-rotation model happen is as much about the classroom management as it is about providing needed exposure to content for students
  - Work closely with your Tutoring provider to ensure that open lines of communication exist and that student goals are clearly communicated to ensure overall success

Questions???

The iTutor Advantage

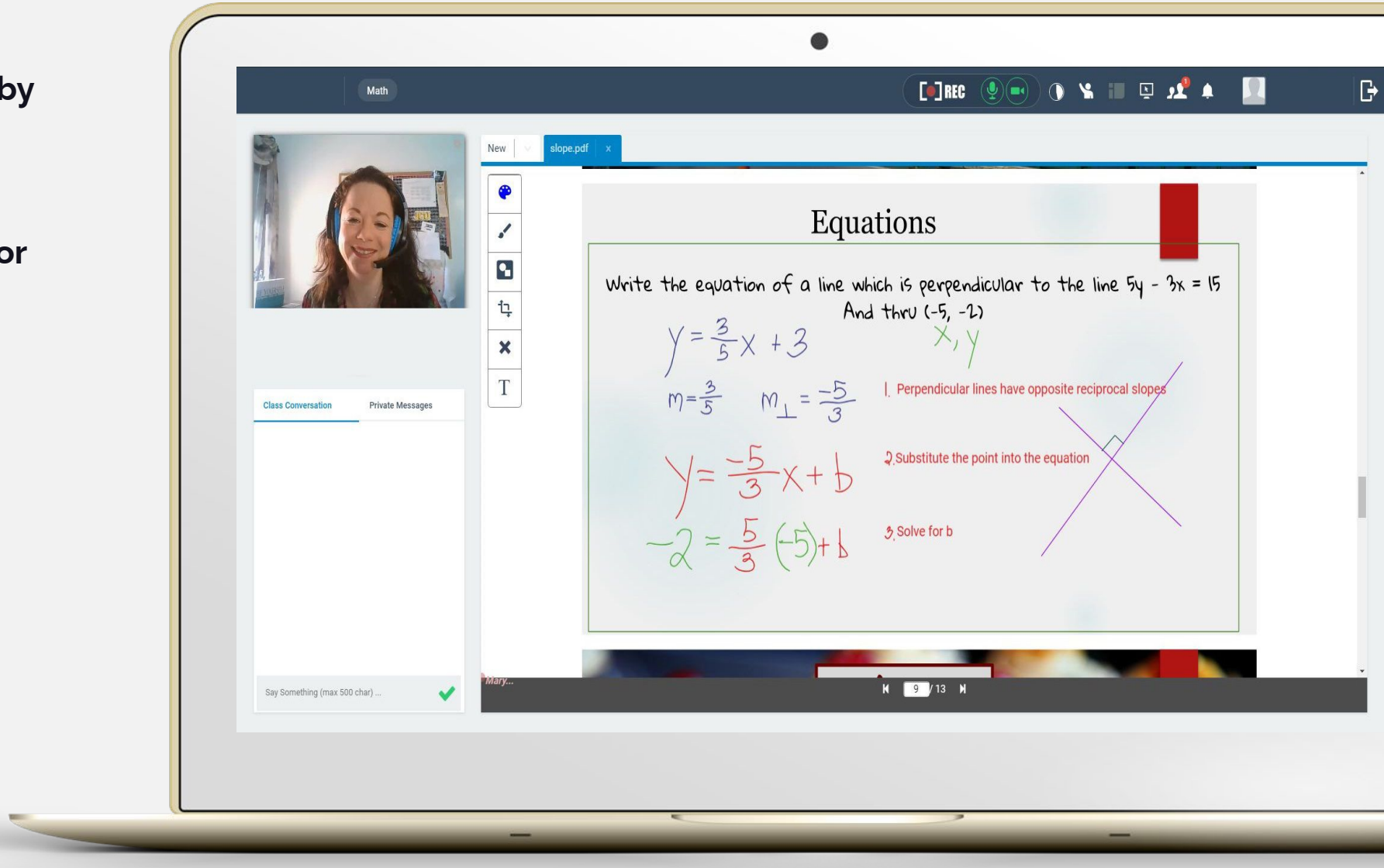
Live, Virtual Instruction Led by State-Certified Educators

Content Aligned to State Standards (School provided or iTutor sourced)

Multilingual, SWD, IEP & 504 supports available

Recording of classes for accountability and student playback

Data-driven instruction pre/post testing for both math and ELA (10 hour minimum requirement)



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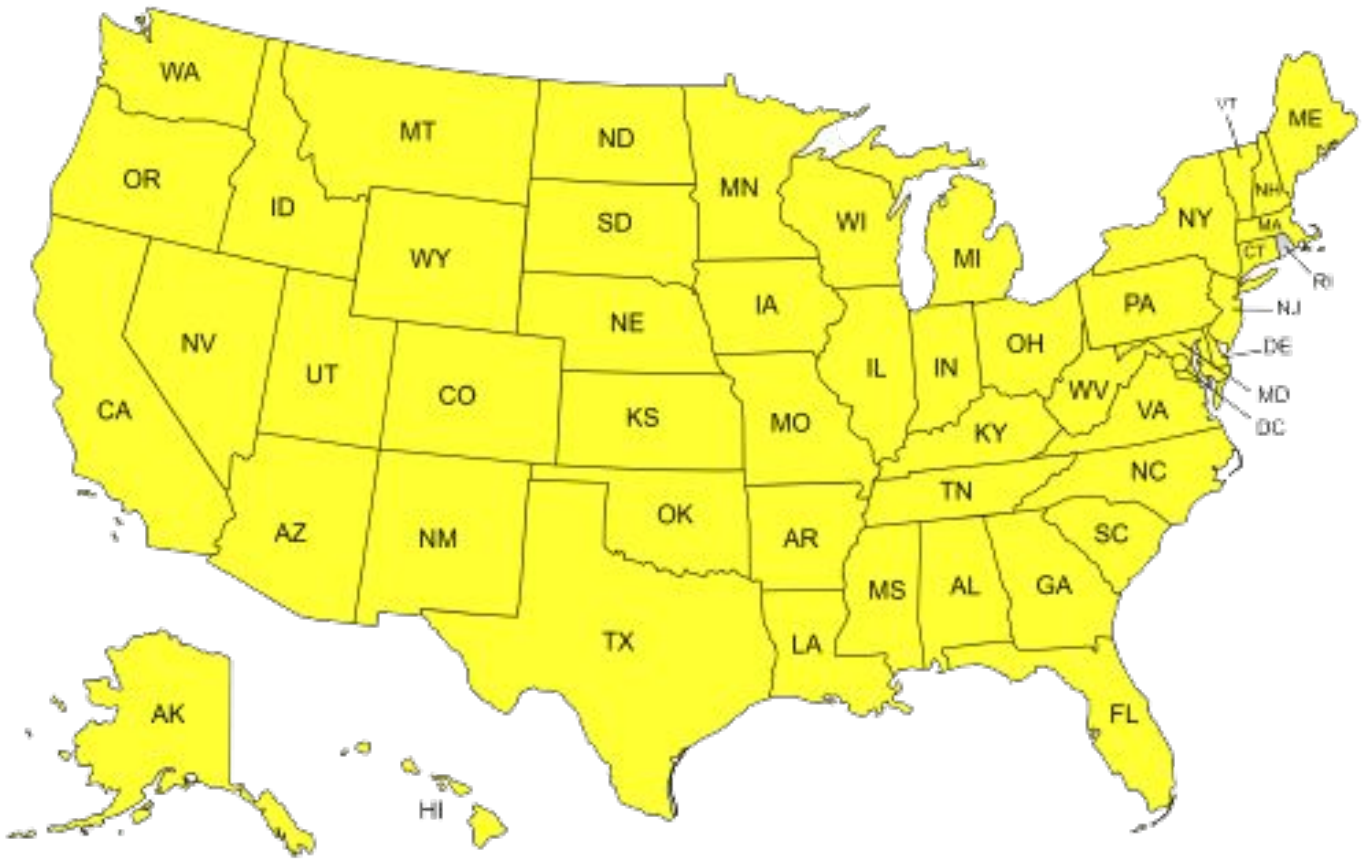
Licensed Educators



1,011+ Active Educators

50 State/Regional Licensures Represented

58,000 YTD Instructional Hours

iTutor Offerings

Services	Personalized Instruction	Small Group	Whole Class
Educator Placement	✅	✅	✅
Tutoring	✅	✅	✅
Resource Room	✅	✅	
Homebound Instruction	✅		
Credit Recovery	✅	✅	✅
Academic Intervention	✅	✅	
Standardized Test Prep	✅	✅	✅
Suspension Alternatives		✅	✅
Academic Enrichment	✅	✅	✅
Drop-in Homework Help			✅
AVID Facilitation		✅	
Virtual Field Trips		✅	✅

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Vision

We envision a world where teachers and students alike feel valued and equipped to success in a world that continues to evolve and change.

Mission

Empower Teachers.
Empower Students.
Repeat.

We face the nation's rapidly growing demand for more educators ahead with a cloud-based technology solution. We place state-certified educators and provide free professional development so that teachers teach, students learn, and schools open.

Design Review by **The Johns Hopkins Center for Research and Reform in Education**

"iTutor's models of teaching and tutoring practice have a strong foundation in research and instructional theory. This approach helps to ensure a continuity of instruction across classroom and tutoring environments."