

## Targeting Support with Tutoring A Strategy for Accelerated Learning

### Why Tutoring?

Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. A recent meta-analysis of the research on tutoring found that tutoring programs consistently have large, positive effects on students (Abdul Latif Jameel Poverty Action Lab, 2020). The researchers believe tutoring is an effective intervention because tutoring:

- customizes learning to target a student's immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Based on the result of the meta-analysis cited above, seven design principles have been identified that characterize highly effective tutoring programs (Kraft & Falken, 2021). These are:

1. Tutoring is a part of the school day.

*Time is built into the school day to allow for supporting students' social, emotional, physical, and academic needs outside of the regular Tier 1 instruction. This includes enrichment, targeted tutoring, and expanded mental-health supports. By intentionally building time into the school day, students still receive the important Tier 1 instruction they need and benefit from the additional instructional time provided by the tutoring sessions. When time is built into the regular school day for academic support and enrichment, all students have equitable access to the support that they need. This does not preclude any additional tutoring or academic support provided outside of the regular school day.*

### What is Accelerated Learning?

Too often students with perceived academic gaps are put into remediation classes. Their access to grade-level content is delayed until all their academic gaps are filled. Research has shown again and again that this does not work (Rollins, 2014). Instead, learning should be accelerated. Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content.

Acceleration prepares students for new learning combined with "just-in-time" teaching of missing key skills and concepts in the purposeful context of current lessons.

Opportunities to accelerate learning rely on robust Tier 1 instruction that includes grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations for students. This robust instruction should be enhanced with supports targeted to the skills and services students need to stay on grade level.

2. Tutoring is a school-wide program.

*All students receive academic support or enrichment opportunities. They move flexibly back and forth between support and enrichment based on their needs in the moment.*

3. Tutoring is individualized instruction.

*Low student-to-tutor ratios allow tutors to customize the support to what the students need at that moment.*

4. Tutoring is a high-dosage intervention.

*High-dosage intervention is in addition to classroom differentiation or accommodations that are part of Tier 1 instruction. It is intensive, intentional, and timely. Tier 2 supports are based on formative and interim assessments that provide students with personalized instructional supports so they are prepared with the skills they need when they need them. High dosage interventions are "just-in-time" interventions not "just-in-case" remediations. This requires an ongoing collaboration between teachers and tutors. If the teacher is doing the tutoring, it must be during the time set aside for academic support so as not to interfere with Tier 1 instruction.*

5. Tutoring is with the same tutor all year.

*Effective tutoring is based on caring, trusting relationships, where the tutor understands and builds on students' individual strengths.*

6. Tutoring is curriculum-based.

*Effective tutoring extends and enhances the curriculum being used in the classroom. Tutoring materials should be high-quality instructional resources that align tutoring with class content. High-quality classroom curricula often include diagnostics aligned with the curriculum and provide the extended supports some students need to access the content being delivered, or soon to be delivered, in the classroom. Districts should select evidence-based tutoring programs that align with the classroom curriculum, as well as diagnostic tools and processes to identify which students need the extra support to access the current or upcoming instruction.*

7. Tutors receive intensive, ongoing training.

*Effective tutors are trained to use the tutoring materials and receive ongoing support and feedback from teachers and supervisors. Where tutoring has been found most effective, tutors are not only trained, but they are also paid (Slavin, 2021).*

## Getting Started with Tutoring

### The Michigan Integrated Continuous Improvement Process (MICIP)

Districts can use MICIP to plan for and implement an effective school-wide tutoring program using the design principles outlined above as a guide. Some questions to consider might include:

#### The When

- Does the district have a multi-tiered system of supports that provides time for supporting students' social, emotional, physical, and academic needs outside of the regular Tier 1 instruction?

#### The Who

- Who will provide the tutoring?
  - Will the current staff provide tutoring (i.e., paraprofessionals, teachers)?
  - Are there community partners who can be leveraged?

Communities are critical partners with schools in supporting [the whole child](#). Community partners have a long history in providing tutoring supports. In addition to local community partners, schools might want to consider reaching out for tutoring support from the following statewide community organizations:

[MDE - 21st Century Community Learning Centers](#)

[Michigan After-school Partnership](#)

[Michigan Alliance of Boys and Girls Clubs](#)

[Michigan Education Corps](#)

- Who needs tutoring?
  - Are there processes and tools for identifying which students need the just-in-time supports so that all students can move seamlessly back and forth between support and enrichment based on their needs in the moment?

#### The What

- Are diagnostics in place that can be used to identify students who need support accessing upcoming lessons?
- Are tutoring resources available in the curriculum? If not, what evidence-based tutoring programs will be used?
  - The following links provide information on effective tutoring programs:

[Accelerating Student Learning with High-Dosage Tutoring \(brown.edu\)](#)

[Evidence-Based Tutoring Programs for Reading](#)

[Evidence-Based Tutoring Programs for Mathematics](#)



[Math Recovery in Michigan](#)

[MI Strategy Bank](#)

[Targeted Intensive Tutoring - The Education Trust \(edtrust.org\)](#)

[The Importance of Getting Tutoring Right \(learningpolicyinstitute.org\)](#)

[What Works Clearing House](#)

## Funding Opportunities

Districts have several financial supports to provide funding for tutoring, including, **but not limited to:**

### Federal Funding

#### [Title Funds](#)

Title funds can be used to support personnel, training, and instructional materials. [Regional consultants at the Michigan Department of Education](#), as well as [special populations consultants](#), can provide guidance on how to leverage title funds to implement MTSS and provide quality tiered instruction.

#### [Pandemic Relief Grants \(ESSER I, II, and III; GEER\)](#)

These funds provide for a variety of relief measures to address the impact of COVID-19 on student learning, health, safety, and wellness. These funds can be used to support personnel, training, and instructional materials, as well as to provide academic, social, emotional, and behavioral health supports.

### State Aid Funding

#### [Section 31a At-Risk](#)

Although not available for use with all students, the focus of Section 31a is to reduce chronic absenteeism and ensure eligible at-risk students demonstrate proficiency in 3<sup>rd</sup> grade English language arts, 8<sup>th</sup> grade mathematics, and 11<sup>th</sup> grade career and college readiness. Schools using 31a funds are required to implement an MTSS framework that includes the five essential components listed in the [MDE MTSS Practice Profile](#).

#### [Section 35a\(5\) Additional Instructional Time](#)

This funding source can be used to provide additional instructional time for students who need additional supports and interventions to read at grade level.

#### [Section 41 Bilingual Funds](#)

This funding source can be used to target additional language acquisition instruction, materials, and supports to students identified at proficiency levels below 3.9 on the WIDA ACCESS for English learners. Funding through section 41 should be aligned to MTSS being implemented by the district.

## References

- Abdul Latif Jameel Poverty Action Lab. (2020). Evidence Review: The Transformative Potential of Tutoring for Prek-12 Learning Outcomes: Lessons from Randomized Evaluations. Retrieved from [https://www.povertyactionlab.org/sites/default/files/publication/Evidence-Review\\_The-Transformative-Potential-of-Tutoring.pdf](https://www.povertyactionlab.org/sites/default/files/publication/Evidence-Review_The-Transformative-Potential-of-Tutoring.pdf)
- Kraft, Matthew A., and Grace Falken. (2021). A Blueprint for Scaling Tutoring Across Public Schools. (EdWorkingPaper: 20-335). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/dkjh-s987>
- Slavin, R. (2021, January 28). Highlight Tutoring Among Post-Covid Solutions. Retrieved from Robert Slavin's Blog: <https://robertslavinsblog.wordpress.com/category/tutoring>