

Introduction: TEA Team

Agenda for Today

Quick Recap of High Impact Tutoring

Update on TEA Tutoring Supports

LEA Spotlight: Spring ISD

High Impact Tutoring Toolkit: Program Implementation

Closing and Questions



High Impact Tutoring Webinars



Texas Tutoring Supports

: Statewide Webinar
Series, High Impact Tutoring
Toolkit, High Impact Tutoring
Workshop Series

: Available Now,
Additional Workshops Coming in
July

: Vetted curriculum, tutoring
platform, vetted tutor recruitment
organizations, aligned tutor training by
TEA or ESCs, subsidized costs

: End of July

High Impact Tutoring Implementation Workshop Series

The High Impact Tutoring Implementation Workshop Series is intended to provide training and coaching to districts to help them establish high-impact tutoring programs. This training will also serve as a trainer of trainer model to train other entities such as Education Service Centers to facilitate future workshops.



Amplify is a publisher of K-12 core and supplemental curriculum, assessment, and learning tools for students.



HB 4545

HB 4545 specifies the requirement for providing accelerated instruction for on certain assessment instruments.

Each time a student fails to perform satisfactorily on an assessment instrument in _____, the school district shall provide accelerated instruction in the applicable subject area during the subsequent summer or school year and either*:

1. Allow the student to be assigned a classroom teacher who is certified as a master, exemplary, or recognized teacher for the subsequent school year in the applicable subject area; or
2. Provide the student _____ (e.g., tutoring)

Supplemental instruction must:

Include targeted instruction (e.g., grade level and subject area)

Be provided in addition to instruction normally provided

Be provided for no less than 30 total hours if it takes place in the school year it must occur at least once per week

Include effective instructional materials designed for supplemental instruction

Be provided individually or in a group of no more than 3 unless a parent of each student authorizes a larger group

Be provided by a person with training in the materials and under the oversight of the school district

To the extent possible, be provided by one pBT/F6 1.232 286.3 Tm0.267 0.447/0 1 65

HB 4545 (cont.)

HB 4545 specifies the requirement for providing accelerated instruction for on certain assessment instruments.

Other Information

Each school district shall establish a process allowing for the parent or guardian to in the applicable subject area of the subsequent school year, if more than one classroom teacher is available.

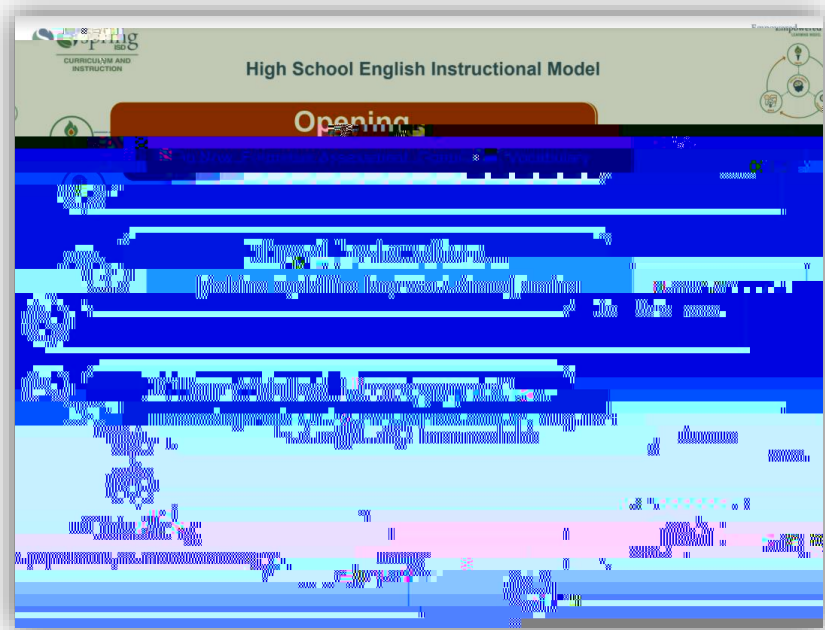
The educational plan must be

The board of trustees of each school district shall adopt a policy to allow a parent to of an educational plan.

If the student fails again, the superintendent shall meet with the accelerated learning committee to identify the reason and appropriate path forward.



Spring ISD: Integrated Small Group Instruction



Spring ISD: Integrated Intervention Blocks

Elementary Sample

Lunch/Recess/CAR/Intervention Schedule 2020-2021

GRADE	CAMP (60)	RECESS (30)	Lunch (30)	Intervention (45)
Pre-K	12:00-1:00	10:00-11:00	10:00-10:30	N/A
Kindergarten	1:05-2:05	10:05-10:35	10:35-11:05	

Calendar: M T W T F S S
M T W T F S S
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Spring ISD: Overview of 2020-21 Tutoring Program

Program Focus

Spring ISD: Overview of 2020-21 Tutoring Program

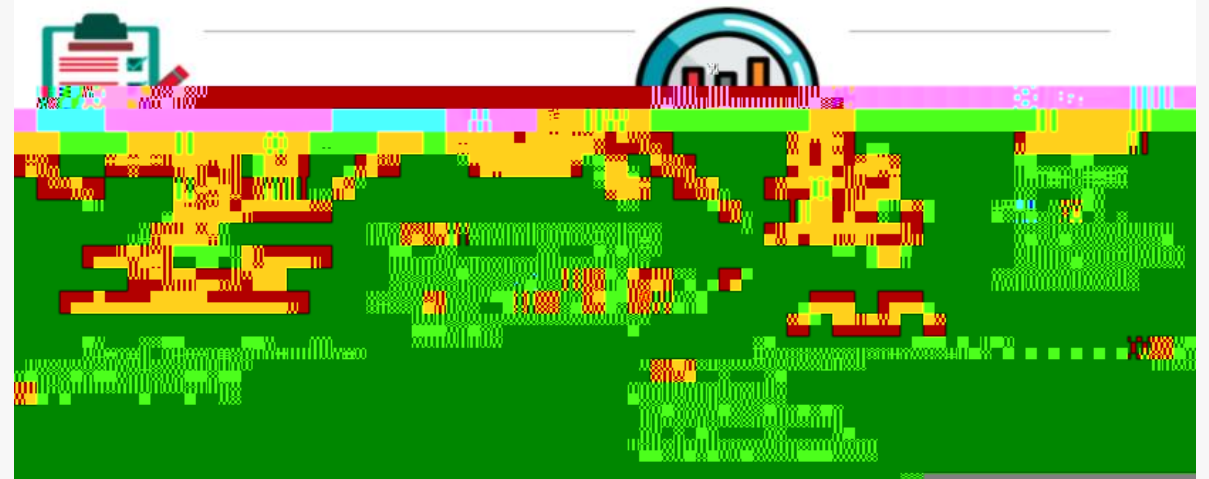


Structure

Integrated into the students school day

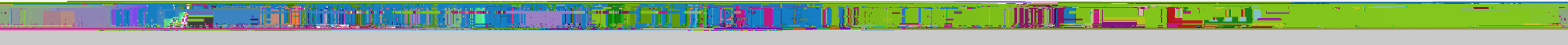
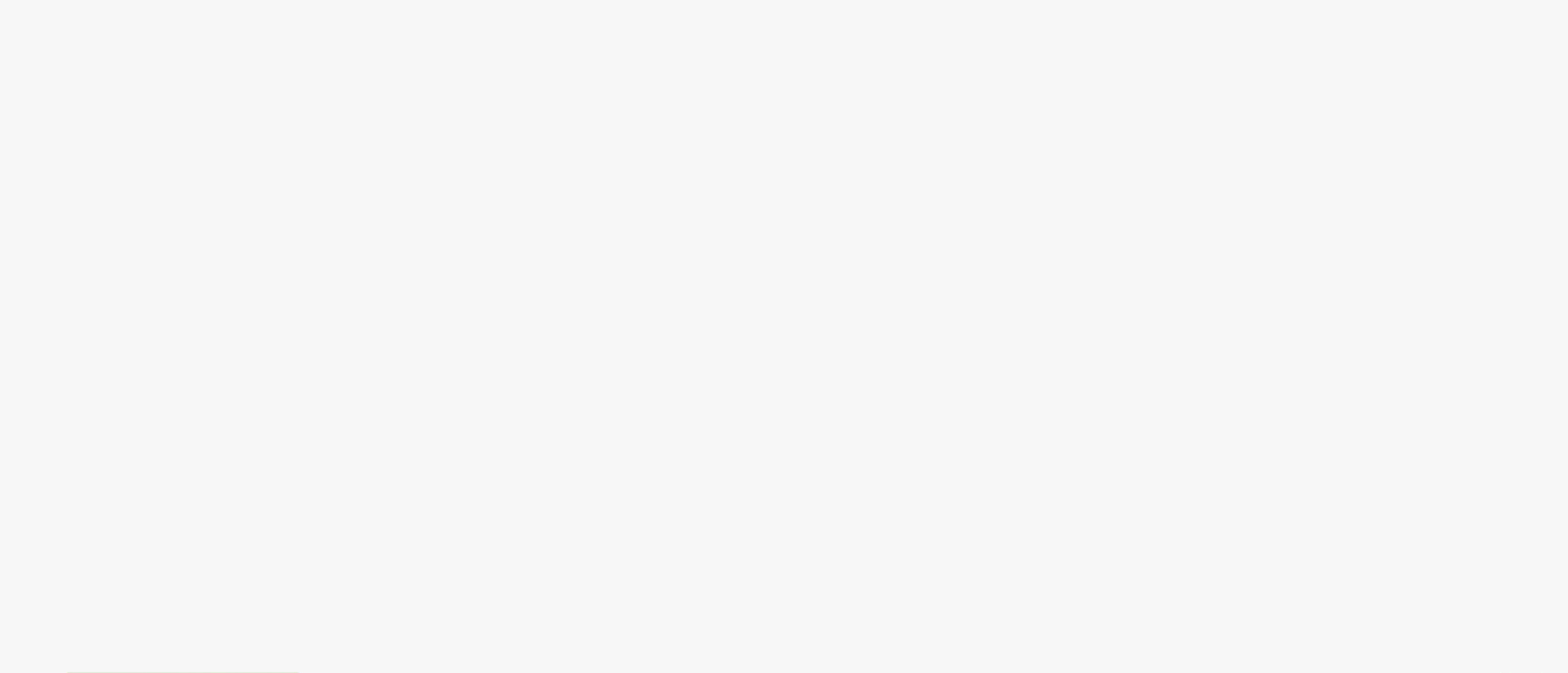
45 minutes (Sessions)

5 times per week

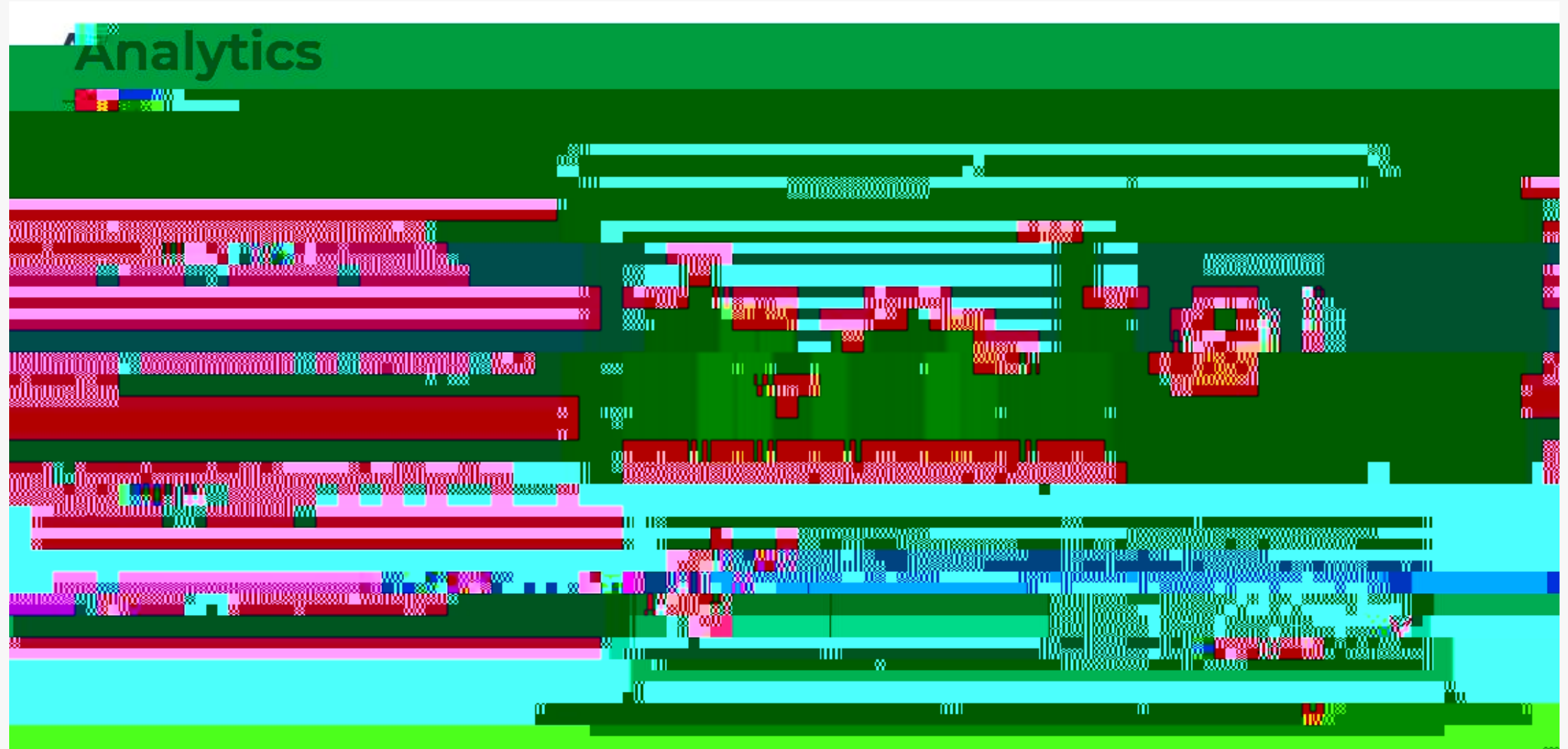


Spring ISD: Overview of 2020-21 Tutoring Program

Tutor Selection Partner

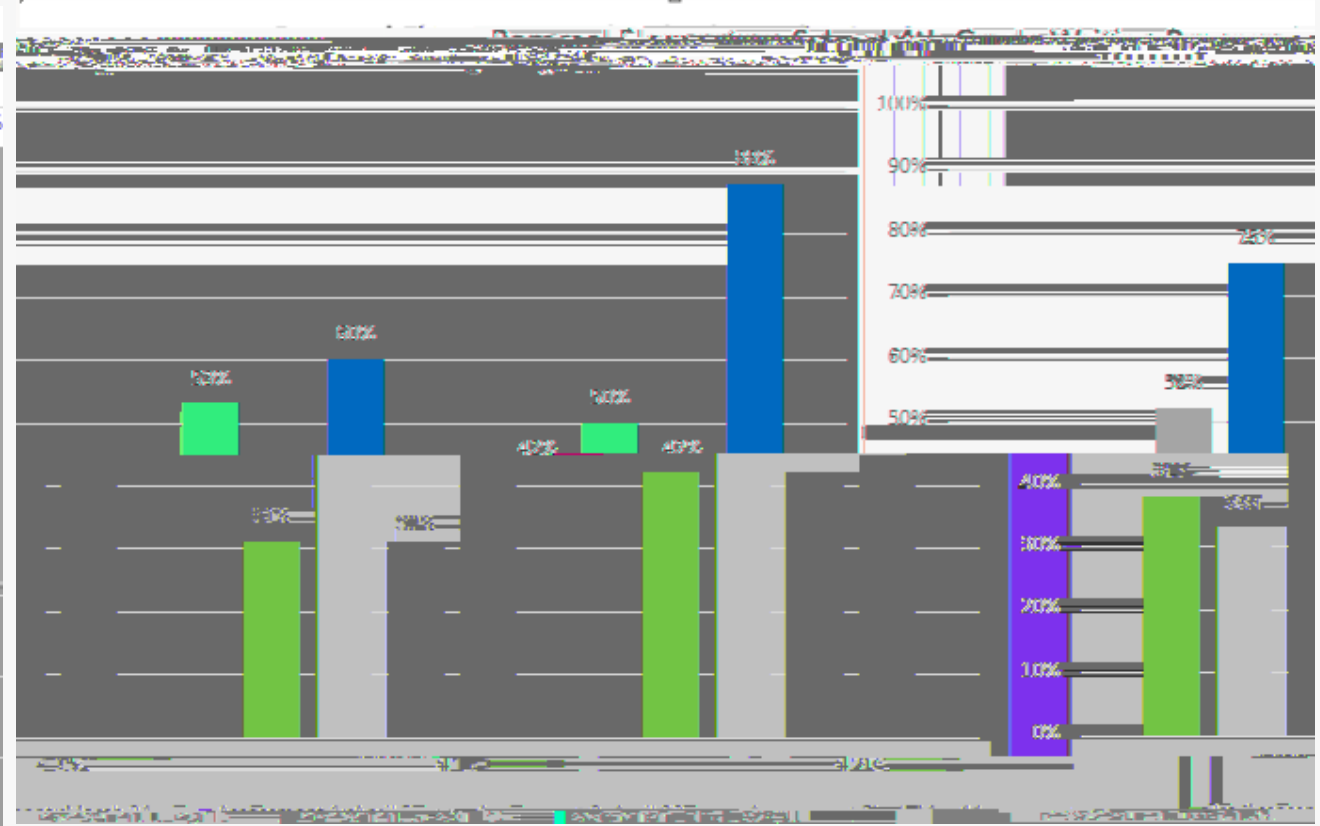
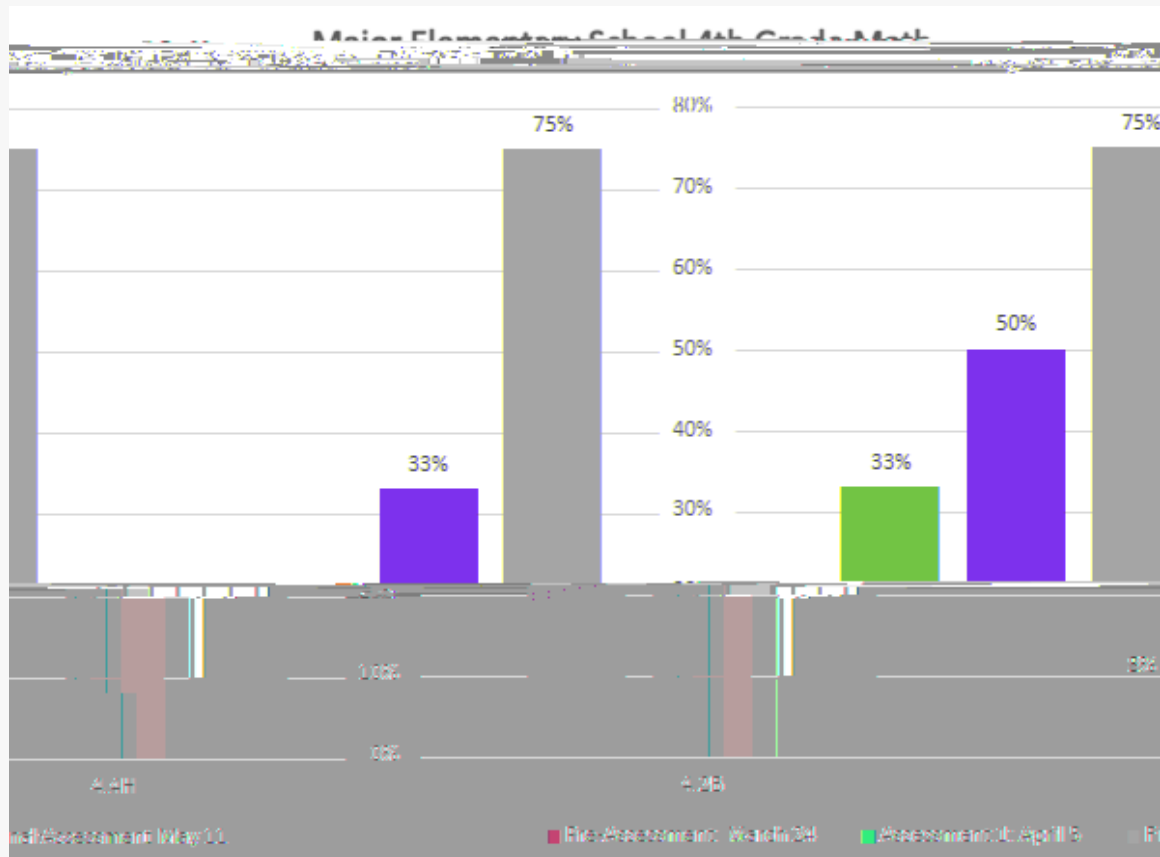


Spring ISD: Implementation and Lessons Learned



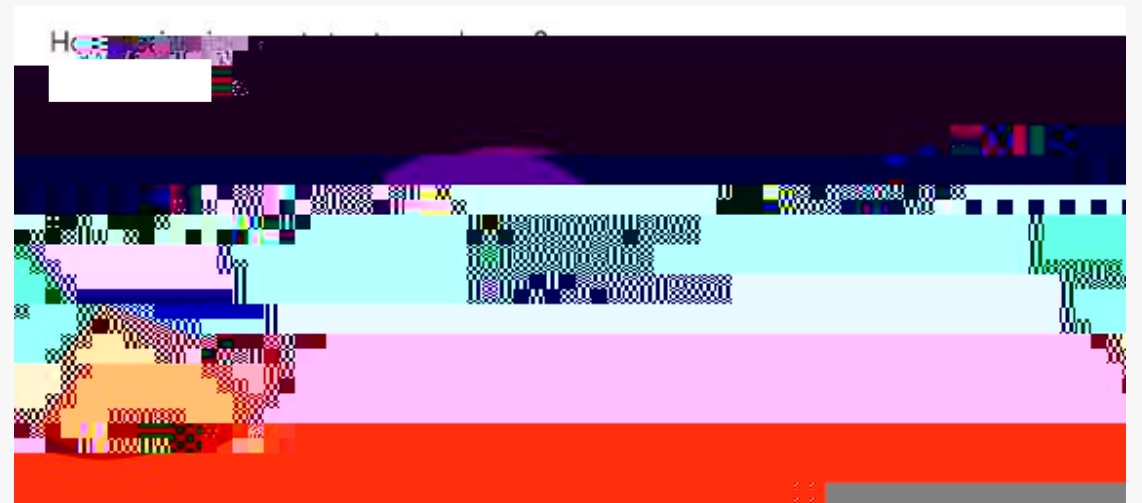
Spring ISD: Implementation and Lessons Learned

Data Action Plan and Student Growth

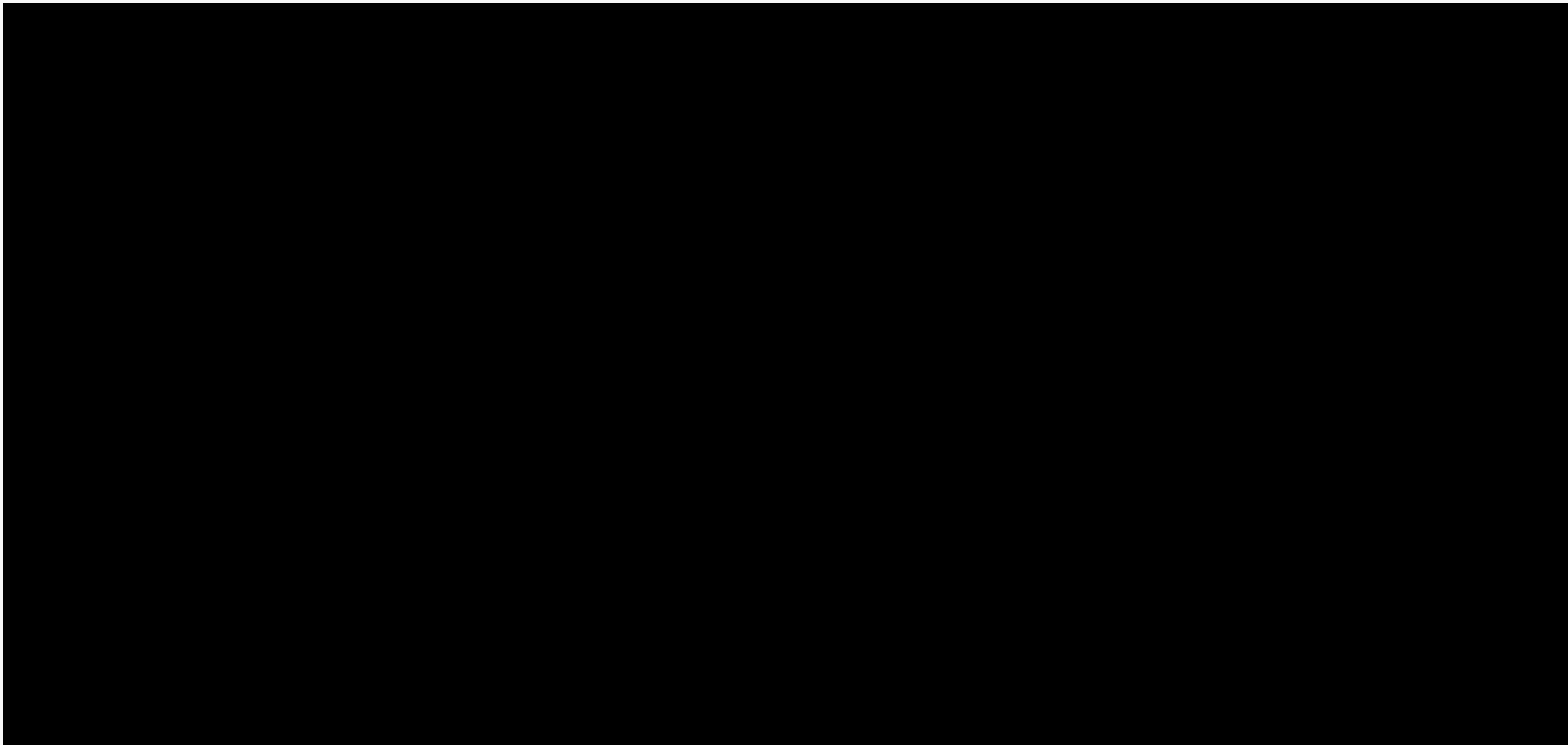


Spring ISD: Implementation and Lessons Learned

Engaging the Stakeholders



Spring ISD: Plans for Next Year





Introduction to High Impact Tutoring Toolkit

[The High Impact Tutoring Toolkit](#)

Training Tutors and Providing Ongoing Support

Key Principles for Tutor Training

1. All tutors, regardless of their experience and background, benefit from continued training
2. The design of the tutoring program will influence training content
3. Student data should also inform training content
4. Pre-Service Training should focus on building knowledge, while in-service training should hone skills

Best Practices for Ongoing Support

1. Create a culture of opTfgp

Instructional Strategy

Example Session Structure

1. Session Opening: Relationship Building
2. Data Touchpoint
3. Framing and Objective
4. Mini Lesson & Explicit Model
5. Purposeful Independent Practice
6. Formative Assessment

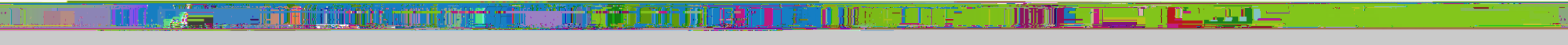
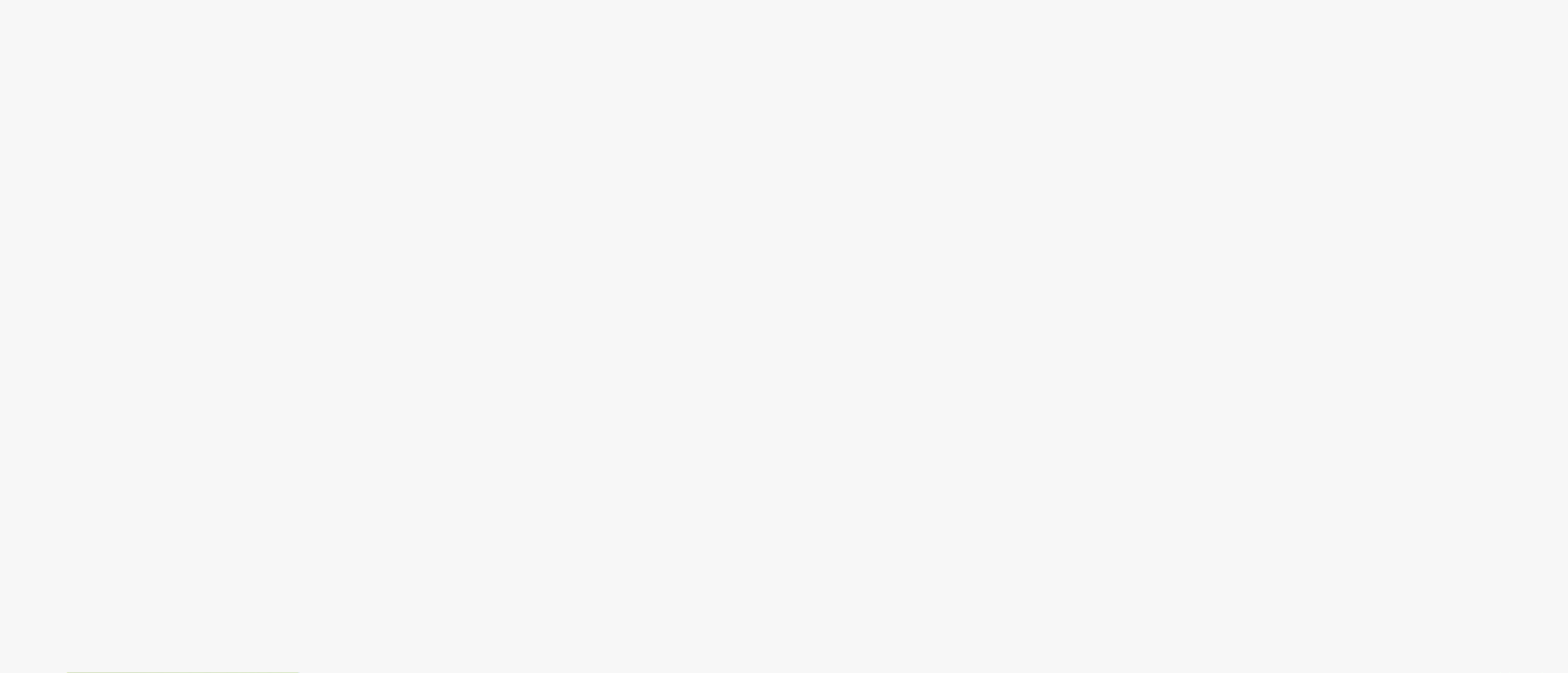
Engaging Stakeholders

Internal Communication (District and Campus Levels):

1. Communicate the purpose, mission, and goals of the tutoring program
2. Establish continued communication and collaboration channels
3. Solicit additional input from internal stakeholders

External Communication (Parents and Families):

1. Communicate clear expectations about the purpose and desired goals
2. Be transparent; provide specifics related to the setting, tutor background, and safety measures put in place
3. Continue to solicit feedback and provide an open channel of communication





We're Here To Help!

Please contact us with any questions! We have a dedicated communication stream to empower and enable success around high-impact tutoring work.
