

1 Please be sure you have a green card and a red card, available at the entrance to the room.

2 **Docking Safely:
Keys to Effective Tutoring**

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Bureau of Public School Options
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3 **Research Review**

- Informaworld
- Educationworld
- JSTOR
- Corp. for National & Community Service
- ERIC

4 **Research limitations**

- Effective tutoring
- Journal articles
- 2002-2007
- Peer reviewed
- English only

5 **Broad range of articles**

- Students: elementary, middle, high, college, adult
- Tutors: teachers, parents, volunteers, peers
- Content: reading, science, math, and combinations of academic areas
- Session length: ½ hour to 40 hours
- Tutor training

6 **Effective Tutoring**
What is meant by
“effective tutoring”?

7 **Effective Tutoring**
Tutoring that led to higher student achievement as measured by a
standardized assessment.

8 Tutoring has been proven to be effective.

- 9 **Critical Areas for Effective Tutoring**
- Building a Seaworthy Vessel
 - The Crew
 - Catching the Wind
 - Knowing the Waters
 - A Successful Voyage
- 10 **The 3 most critical components, strategies, or “things” that lead to tutoring success.**
- 11 **Building a Seaworthy Vessel**
- 12 **Administrative Policies and Procedures**
- Assessed needs
 - Well-defined mission statement
 - Clear, measurable goals
 - Systems for identifying children in need
- 13 **Administrative Policies and Procedures**
- Procedures for recruiting tutors that include initial screening
 - Provide a written job description
 - Handbook for tutors that includes
 - A description of the program, and
 - Company policies and procedures
- 14 **Administrative Policies and Procedures**
- Have guidelines for pre/post tests of students
 - Conduct periodic evaluations of overall program effectiveness
- 15 **Administrative Policies and Procedures**
- Latest research on tutoring and content area instruction
 - Frequent, well-structured sessions
 - Coordinate planning, implementation, and evaluation with
 - the student’s parents, school administrators, and classroom teacher
 - Opportunities for regular communication
- 16 **Curriculum**
- Carefully designed and scripted content and delivery
 - Student’s instructional level
- 17 **Session Duration and Frequency**
- 10 - 60 minutes daily
 - Number of sessions?
- 18 **Building a Seaworthy Vessel**

- 19 **The Crew**
- Tutors
 - Students
- 20 **Tutors**
- The level of experience and education the tutor brings to the situation has a substantial effect on learning outcomes.
- 21 **Non-professional tutors with training**
- Program and school procedures
 - Curriculum and content
 - Tutoring practices and strategies
 - Session structure
 - Interpersonal skills
 - Resources
- 22 **Non-professional tutors**
- Expertly designed curriculum
 - Closely supervised by a knowledgeable, certified teacher
 - On-going support and feedback
- 23 **Students**
- Memory
 - Motivation
- 24 **Principles of Motivation**
- Materials and Assignments
 - Adequate Background and Vocabulary
 - Link to Interests and Goals
 - Use Extrinsic Reinforcers
 - Facilitative Attributions
- 25 **The Crew**
- Tutors
 - Students
- 26 **Catching the Wind**
- Assessment
 - Instruction
 - Scaffolding
 - Feedback
- 27 **Assessment**

Use both formal and informal assessments to monitor, track, and reinforce progress.

28 **Instruction**

Direct instruction is “a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning” (National Institute for Direct Instruction).

29 **Instruction**

1 **Experts**

Little direct instruction

2 **Novices**

More questions and opportunities for student talk

More direct instruction with long explanations

Less student talk

30 **Instruction**

Experts

- Access prior knowledge
- Use analogies
- Make connections between and among texts and the world
- Provide numerous opportunities for practice
- Summarize at the end of tutoring sessions

31 **Scaffolding**

Zone of Proximal Development: the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance...”

32 **Scaffolding**

Scaffolding is defined as a process that enables a student to solve a task or achieve a goal with a tutor’s assistance that would be beyond his independent efforts.

(Rodgers, 2004/2005).

33 **Scaffolding**

- Providing a piece of information
- Segmenting the task into subtasks
- Hinting or giving clues
- Using open-ended questions
- Focusing attention
- Pointing out relevant facts

34 **Scaffolding**

- Telling
- Demonstrating
- Directing to something helpful
- Questioning

- 35 Scaffolding
- What to work on and what to ignore?
 - How much attention?
 - Which scaffolding technique?
 - What is the student trying to do?

- 36 Scaffolding
- Let the student reach an impasse
 - Prompt the student to find the right step and explain it
 - Provide an explanation only if the student has tried and failed to provide their own

- 37 Scaffolding

Ask more, tell less

- 38 Feedback
- Information about the gap between the actual attempt or level of performance and the target level of performance (Orsmond et al., 2005)

- 39 Feedback
- Expert tutors:
- Provide immediate and relevant feedback
 - Provide a general rule
 - Articulate specific concepts, facts, and procedures
 - Only tell information 5% of the time
 - Respond to correct answers with simple, positive feedback

- 40 Feedback
- Novice Tutors:
- Tend to tell the answer
 - Provide feedback that is vague or unclear
 - Provide too much information
 - Provide inappropriate feedback

- 41 Feedback
- Encourage reflection
 - Suggest follow-up
 - Offer help with specific problems
 - Enhance motivation and learning
 - Clarify progress

- 42 Catching the Wind

- Assessment
 - Instruction
 - Scaffolding
 - Feedback

- 43 **Knowing the Waters**
 - Tutor and Student
 - Parents
 - School

- 44 **Tutor and Student Relationship**
 - Pairs sat close together
 - The tutor often held or guided the student's hand
 - Session ended with a hug, high 5, or hand-holding

- 45 **Parents**
 - Regular communication
 - Suggesting home literacy activities
 - Involving families in collecting items that document the child's progress
 - Helping families gain access to resources
 - Encouraging families to further develop their own skills

- 46 **School**
 - Addressing problems in a timely manner
 - Opportunities for feedback between tutor and teacher
 - Close alignment of tutoring content with classroom content

- 47 **Knowing the Waters**
 - Tutor and Student
 - Parents
 - School

- 48 **A Successful Voyage**
 - Building a Seaworthy Vessel
 - Establish administrative elements that support effective tutoring.
 - Policies and Procedures
 - Curriculum
 - Session duration and frequency
 - The Crew
 - Catching the Wind
 - Knowing the Waters

- 49 **A Successful Voyage**
 - Building a Seaworthy Vessel
 - The Crew
 - Consider the background and experience of the people who will man the ship

- the tutors
- the students
- Catching the Wind
- Knowing the Waters

50 **A Successful Voyage**

- Building a Seaworthy Vessel
- The Crew
- Catching the Wind
 - Implement effective practices during each tutoring session for
 - Assessment
 - Instruction
 - Scaffolding
 - Feedback
- Knowing the Waters

51 **A Successful Voyage**

- Building a Seaworthy Vessel
- The Crew
- Catching the Wind
- Knowing the Waters
 - Be aware of the context surrounding the tutoring situation and how relationships can impact the tutoring outcomes.
 - Between tutor and student
 - With the student's parents
 - With school personnel

52 **How does the research compare with the ideas we generated about effective tutoring at the beginning of the session?**

53 **Thoughts or Questions?**

54 **Dr. Iris Palazesi**
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