

Virtual Tutoring

CONSIDERATIONS



Laura Payne-Bourcy Consulting Services

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Virtual Tutoring was the hardest piece to write as there is little guidance or relevant K-12 research. Several of us took a crack at this one and I ended up drafting a piece that builds both a case for trying and lays out some considerations if doing so.

What do we do when our in-person, hybrid or online offerings aren't enough?

As public schools, we do not typically think of **virtual tutoring** as part of our service mix. It is not who we are or what we do.

Yet, this needs to change as school days are cut short, online or hybrid learning are central to our approaches and as we find that what we are offering to some children this school year is not enough.

A 2019 study sponsored by the Education Innovation Laboratory, the Ford Foundation, New York City Council, and The Robin Hood Foundation examined the **impact of high-dosage reading tutoring (i.e. multiple sessions weekly) on student achievement** in New York City Public Schools. Over three years, the school offered up to 130 hours of four-to-one student-to-tutoring for middle school students using a guided reading model, which consisted of 1-on-1 read alouds, independent reading, vocabulary review and group discussion. ▶▶ The data indicated a positive and statistically significant effect on school attendance, a positive, but insignificant effect on English language arts state test scores.

Note too that this study was led by the Economics Department at Harvard with the intent of exploring return on investment. The bottom line – for these researchers – yes, tutoring is worth the investment in a public school at no cost to families.

Can we translate these positive outcomes to an online context during a pandemic?

No one knows, but 32 years in this business tells me that someone can and should try.

And, we want to be a part of those efforts – an all-out, every-hand-on-deck approach to teaching and learning.

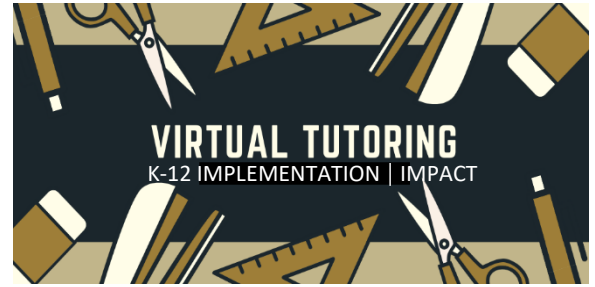
And, in a pandemic, if we do nothing more than keep children attached to school (paralleling the noted study's attendance data), it is worth attempting.

Call for Requests: Virtual Tutoring Implementation Study

Our team is willing to work with one district free-of-charge in **establishing and tracking the implementation of and related impact of an online tutoring program.**

We have a team member ready to dedicate his time to help you figure out what to collect and why – and to **analyze** that data for you **independently, expertly and quickly** (in real-time) **to inform your decision making** during the 2020-2021 school year.

We will review the requests received as of **September 25, 2020** and will be in touch with the District exhibiting the most significant need and willingness to study the work by the next week. Please send e-mails of inquiry to Laura Payne-Bourcy at: laurapaynebourcy@lpbconsulting.net.



Thoughts on Planning for Virtual Tutoring:

- Establish a **referral process and tracking system** is needed so that tutor and classroom teacher are sharing information regularly.
- Hold **staff involved accountable** and school leaders (e.g. principal) should review the “logs” or other documentation pertaining to tutoring regularly. Give careful consideration to what data should be captured in these logs.
- **Track dosage** in logical increments.
- **Monitor attendance and best practices** – share data/insight across tutors and departments as relevant.
- Secure **parent permissions** work out **accessibility/privacy issues**.
- **Consider piloting in a grade-span or content area** where there is both need and willingness to try such an approach.
- **Charge someone in the district with capturing feedback from participants, parents and staff** (surveys, interviews, documents) and getting the key stakeholders together frequently to review what’s working and not and adjust accordingly.
- Look for teacher tutors with **pedagogical content knowledge, knowledge of common misconceptions in concepts taught and strategies to address common misconceptions.**
- **Emphasize relationship building in the virtual context** – personalizing learning, building on students’ interests and background knowledge, willingness to teach to strengths and minimize weaknesses.
- **Find teacher tutors who can effectively communicate with parents and the classroom teacher** to set goals, create benchmarks and plan backwards from assessment points.
- **Establish benchmarks for success** – each student will receive ‘x’ with the intent of achieving ‘y’. Without benchmarks (consistency in treatment), you cannot compare outcomes.
- **Reach out to Our Team** – Laura at laurapaynebourcy@lpbconsulting.net if we can help get you started or if you are interested in having support to evaluate/study your effort.