

Amplify

High-Impact Tutoring Scheduling Webinar

August 9, 2021





Welcome and Agenda

Facilitator

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- Based, Seattle, WA

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High Impact Tutoring & Scheduling

High-impact tutoring leads to substantial learning gains by supplementing students' classroom experience.

High Impact Tutoring	Supplemental Instruction under HB 4545
Effectiveness data PK-12	Effectiveness data 3-8, EOC
Can be embedded into curricula (e.g., math, reading)	Requires dedicated faculty effort and space, STAAR*
Can be delivered in a variety of settings (e.g., classroom, library)	Delivered in library
Effectiveness based on 4+ studies evaluating	Meta-analysis of 3:1, etc.**
Highly effective (effect size 10+ percentage points), 3-5 years of data / evidence, 30-60% of students	Provides a 30-minute, focused, one-on-one session / evidence, 10-15% of students

Similarities

- Supplemental instruction (does not supplant)
- University-based supplemental instruction at area area area, effectiveness evidence-based practices
- Evidence-based practices (2013) (2014) (2015) (2016) (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024) (2025)



Scheduling

A design principle of high impact tutoring

Where and when will tutoring sessions happen?

- In class, during lecture
- In class, before, during, or after lecture
- Outside of class, after class
- Outside of class, during the break
- _____

What does the research tell us?





Scheduling Tutoring under HB 4545

Under HB 4545, students cannot be removed from:

- Tutoring made effective from data gathered, e.g. ead, i, a, ce ce, e c.
- Tutoring effective from data gathered, e.g. LOTE, Fee A, CTE, Health/P.E., Technical Arts, etc.
- Reclassification of a student based on data gathered, e.g. ead, i, a, ce ce, e c.





Scheduling High Impact Tutoring

TEA Recommendations and Guidance

- Identify a credentialed staff member to be responsible
- Consider state and local standards, benchmarks, and objectives, and be deliberate
- Consider the needs of the students and the staff
- Leave a dedicated time for the staff to be available
- Provide a dedicated time for the staff to be available



Free Resources to Get Started

Redesigning a Master Schedule

Tools:

[Unlocking Time: Schedule Library and Bell Schedule Builder](#)

Resources:

[NSSA: High Impact Tutoring District Playbook](#)

[ERS: Three Steps to a Strategic Schedule](#)

[CCASN: Master Schedule Guide](#)

[Reimagining the School Day \(article with examples\)](#)



Promising Practices & Scheduling Examples for High Impact Tutoring

Recommended Approaches

- Face-to-face
- WIN/In-person Peer-led
- Peer-to-Peer/E-peer Peer-led
- Tutor-led/In-person before/after class, during recess, during class, during lunch
- Reciprocal Peer-teaching

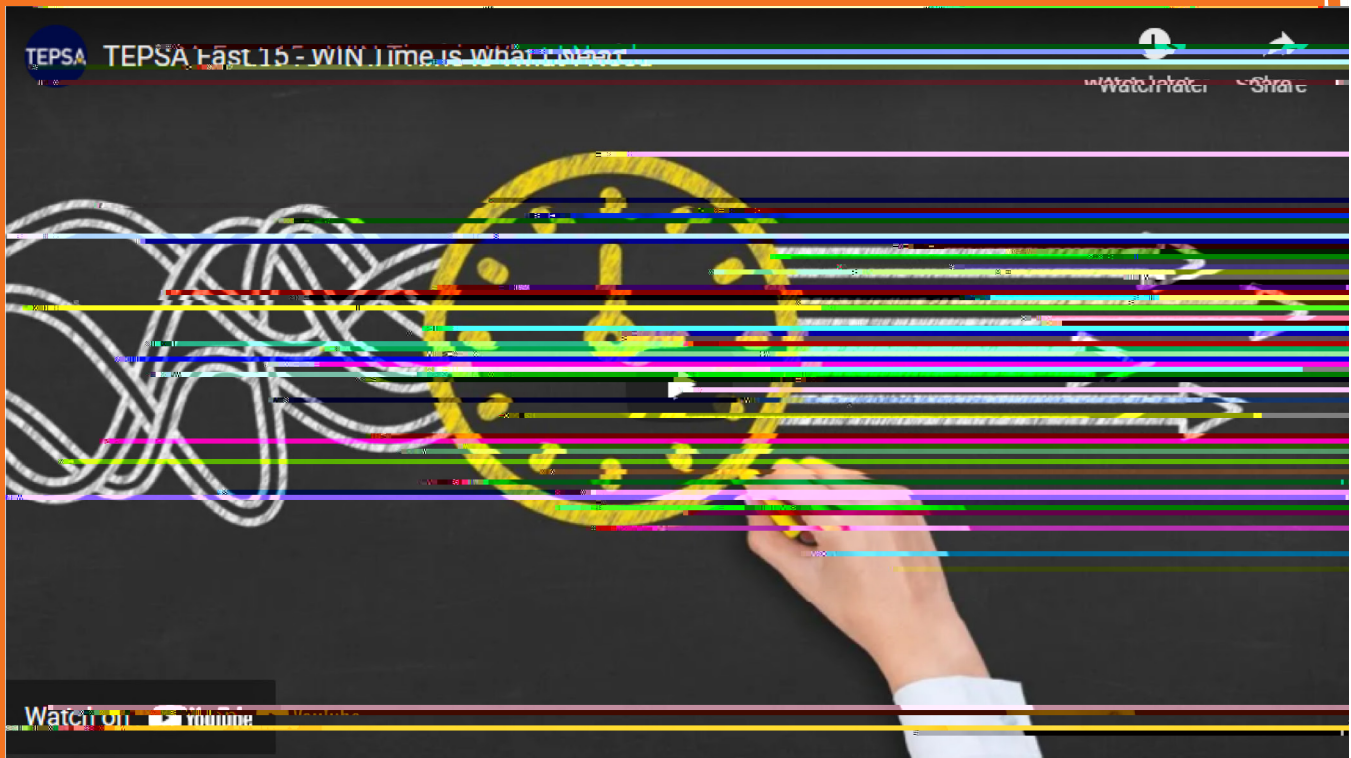


Flex Blocks

Period	Start	End	Minutes
Period 1 / 2	8:30a	10:00a	90
Period 3 / 4	10:05a	11:35a	90
Block / Tutorial A	11:35a	12:05	30
Block / Tutorial B	12:10	12:40	30
Period 5 / 6	12:45	2:15	90
Period 7 / 8	2:20	3:50	90

- Homework
- Lect
- Admin

WIN (What I Need)



Laura Flynn, Microgen
WIN Time is What I Need
TESPA Presents: March 2010

TESPA Webinar - WIN Time is What I Need

America, e.g., C. e. ISD, WIN, e.g., f. 7:50 AM, e.g., a. ce e.g., 8:20 AM, -T.

Intervention Periods

Sample Elementary Lunch/Recess/CAMP/ Intervention Schedule

Grade	CAMP (60 minutes)	Recess (30 minutes)	Lunch (30 minutes)	Interventions (45 minutes)
P e-K	12:00 1:00	10:30a 11:00a	10:00a 10:30a	N/A
1 st Grade	1:05 2:05	10:05a 10:35a	10:35a 11:05a	2:05 2:55
2 nd Grade	9:35a 10:35a	10:35a 11:05a	11:05a 11:35a	8:35a 9:20a
3 rd Grade	12:05 1:05	11:05a 11:35a	11:35a 12:05	2:55 3:40
4 th Grade	8:35a 9:35a	11:35a 12:05	12:05 12:35	12:40 1:25
5 th Grade	10:35a 11:35a	1:05 1:35	12:35 1:05	11:35a 12:20
6 th Grade	2:25 3:25	12:35 1:05	1:05 1:35	11:45a 12:30

Sample MS Schedule Showing Interventions

See a sample schedule, page 8, of the [Florida Department of Education, Web, a E a e a d R e t c e](#).



Parallel Blocks/Extension Periods

Sample Elementary Parallel Blocks with Tutoring

Instruction	Range of Time (90 minutes total)	Class configuration
Whole Group	25-45 minutes	Teacher-led
Small Group	45-65 minutes	5-10 students, facilitated by teacher or paraprofessional

Reading, writing, and math activities are integrated into the schedule. See the Web page for a detailed description.

Sample HS Schedule with Hybrid Traditional & A/B blocks

See the example page for a detailed description. See the Web page for a detailed description.



Tutoring Outside the School Day

Immediately Before or After School, Saturdays,
and Intercessions

Important Considerations:

- Take a break and don't forget to eat!
- Please do not use a cell phone, Facebook, or any other social media during the tutoring session.
- Leave the room at the end of the session. CCLC/ACE

Recommended viewing:

[Ector County ISD's presentation on after school 1:1 virtual tutoring program](#)



Recovering Instructional Time

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Wrap Up

Thank you! Any Questions?

Links:

[Scheduling Webinar Survey](#)



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Amplify

