fev tutor
LIVE 1:1 ONLINE TUTORING

Logic Model for Research-Based Design

The Situation

According to the 2019 National Assessment of Educational Progress, 34% of 8th-grade students in the United States scored at or above proficient in Mathematics and Reading with lower average scores for underserved populations in High Poverty areas.

Our mission at FEV Tutor is to effect change in K-12 education that will positively impact and accelerate learning outcomes for all students including those priority student populations.

INPUTS

ALIGNMENT TO K-12 EDUCATION RESEARCH

ACTIVITIES

TUTORING PROGRAM DESIGN

Live, 1:1 Instruction

Why Tutoring?
Tutoring Works! "Tutoring programs yield consistent and substantial positive impacts on learning outcomes" (Nickow, 2020)

Engage each student participant in live 1:1 instruction.

Collaborative Program Design

What approach will drive K-12 districts to achieve shared goals?
Framework for Using Evidence in a Continuous Improvement Process (Hale, 2017).

Follow the cycle of:
- Inform
- Select
- Plan
- Implement
- Analyze data & evidence

Purposeful Feedback

What feedback must exist for tutors & students?
Power of Feedback - To reduce discrepancy between current understanding/performance and a desired goal. (Hattie, 2007)

Establish open lines of communication between FEV Tutor & all key stakeholders with daily feedback & reporting.

Instructional Framework

What instructional method optimizes learning in this environment?
The explicit gradual release of responsibility (GRR) model of instruction devolves responsibility in the learning process from teacher to student through a sequence of direct instruction, guided practice, and independent practice. (Elliot, Frey, and Fisher, 2019)

Train tutors on GRR model & build lessons with scaffolding that includes:
- I Do
- We Do
- You Do

Social-Emotional Learning (SEL)

Should SEL be considered in product design?
Student involvement in SEL has shown to improve academic performance in addition to improved social and emotional skills, attitudes, and behavior. (Durlak, 2011)

Match students with the same tutor from lesson to lesson & train tutors on SEL best practices using the RULER framework.

Gamification

Should tutor platforms incorporate gamification?
"Gamification, as it is currently operationalized in empirical studies, is an effective method for instruction" (Sailer, 2020)

Develop gamification features that align with effective gamification research & syncs with the student experience in the platform.

Parent Engagement

How should tutoring programs include parents?
Parent educational aspiration and school-initiated contact with parents both had strong positive effects on motivational outcomes for students (Fan, 2010).

Build a Family & Student Engagement team to build awareness & empower families to take advantage of school-sponsored tutoring.

Outputs

- Key stakeholders including students, parents, teachers, and school leaders are highly engaged in the learning process.
- Instructional time between students and tutors is highly structured and optimized for academic growth.
- Tutoring programs are designed with intention and aligned to the instructional strategies, priorities, and goals of partner districts.
- Students and tutors establish a strong working relationship and develop a rapport that grows over the duration of any tutoring program.
- Student motivation is maximized and reinforced through parental involvement and platform gamification.

SHORT-TERM OUTCOMES

Learning outcomes for student participants are accelerated as measured by seasonal benchmark assessments.

LONG-TERM IMPACT

FEV Tutor partner districts will experience an overall increase in proficiency rates in math and reading according to NAEP assessments while also shrinking the gap between priority student groups and district averages.

fev tutor

ABOUT FEV TUTOR

FEV Tutor takes a collaborative approach to deliver live, virtual tutoring solutions to K-12 schools and districts. We work directly with teachers and administrators to align tutoring to our partner's standards, curriculum, goals, and initiatives. The result is a targeted tutoring program that represents a natural extension of the student's core classroom.

Research-Based Product Design Bibliography

1. Elliot, K., Frey, N. and Fisher, D. (2019), "Leading Learning through a Gradual Release of Responsibility Instructional Framework", McVee, M.B., Ortlieb, E., Reichenberg, J.S. and Pearson, P.D. (Ed.) *The Gradual Release of Responsibility in Literacy Research and Practice* (*Literacy Research, Practice and Evaluation, Vol. 10*), Emerald Publishing Limited, pp. 91-102.

2. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child development, 82(1), 405-432.

3. Fan, W., & Williams, C. M. (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. Educational psychology, 30(1), 53-74.

4. Hale, S., Dunn, L., Filby, N, Rice, J., & Van Houten, L. (2017). Evidence Based improvement: A guide for states to strengthen their frameworks and supports aligned to the evidence requirements of ESSA. San Francisco: WestEd

5. Hattie, J., & Timperley, H. (2007). The power of feedback. Review of educational research, 77(1), 81-112.

6. National Center for Education Statistics (NCES) - The Condition of Education 2020 Report - https://nces.ed.gov/programs/coe/

7. Nickow, A., Oreopoulos, P., & Quan, V. (2020). The impressive effects of tutoring on prek-12 learning: A systematic review and meta-analysis of the experimental evidence. Cambridge, MA: National Bureau of Economic Research. Retrieved from: https://ssrn.com/abstract=3644077

8. Sailer, M., & Homner, L. (2020). The gamification of learning: A meta-analysis. Educational Psychology Review volume 32, 77–11.