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


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.

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

Instructional Framework

Should SEL be considered in product design? Match tutors with the same tutor from lesson to lesson & train tutors on SEL best practices using the RULER framework.

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

How should tutoring programs align with social-emotional learning (SEL)? Parent educational aspiration and school-initiated contact could generate high positive effects on instructional outcomes for student (Elliot, Frey, and Fisher, 2019)

How should tutoring programs engage parents? Parent engagement is an important lever for improving attendance, test scores, and graduation rates (Hart, 2009)

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

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Gamification

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Gamification

Inputs

ALIGNMENT TO K-12 EDUCATION RESEARCH

TUTTORING PROGRAM DESIGN

Engage each student participant in live 1:1 instruction.

What approach will drive K-12 districts to achieve shared goals?


What feedback must exist for tutors & students?

Power of Feedback - To reduce discrepancy between current understanding/performance and a desired goal. (Hattie, 2007)

Follow the cycle of: inform, select, plan, implement, diagnose data & evidence.

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

Instructional Framework

Social-Emotional Learning (SEL)

Gamification

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 teachers report a rising working relationship and develop a deep sense of trust in their tutor.

Student motivation is maximized and reinforced through parental involvement and platform gamification.

Learning outcomes for student participants are accessible and measured by seasonal benchmark assessments.

Long-term Impact

FEV Tutor programs will experience an overall increase in (a) the number of students in math and reading as well as students reading through to higher performance skill levels, (b) the gap between priority student groups and district average, (c) proficiency rates in math and reading according to NAEP assessments while also shrinking the gap between priority student groups and district averages.

The Situation

According to the 2018-19 National Assessment of Educational Progress (NAEP) 4th grade math study in the United States, students on low-performing Math & Reading programs can benefit from tutoring in low-performing students.In 48 impoverished areas.

FEV Tutor partners will experience an overall increase in (a) the number of students in math and reading as well as students reading through to higher performance skill levels, (b) the gap between priority student groups and district average, (c) proficiency rates in math and reading according to NAEP assessments while also shrinking the gap between priority student groups and district averages.

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Learning outcomes for student participants are accessible and measured by seasonal benchmark assessments.
FEV Tutor Research Bibliography

Research-Based Product Design Bibliography


