



### Tutoring Programs Across Vermont

#### Program Description

Tutoring programs vary significantly between afterschool programs, but certain common characteristics can be identified when examining successful tutoring programs. A group of program directors spent the 2009-10 year looking at these characteristics and working to strengthen the tutoring programs within their own projects. This work was undertaken as an ISS-AP Strand (Individualized System of Support for Afterschool Programs) under the guidance of ISS-AP coach Barb Russ, the director of Student Success - Winooski & Beyond. The tutoring programs highlighted within the *Lights! Camera! Learning!* videos were submitted by Student Success - Winooski & Beyond and One Planet.

In the course of the year-long ISS-AP Tutoring Strand, and through the tutoring videos submitted by Student Success—Winooski & Beyond and One Planet, best practices for tutoring services were identified. At the core of successful tutoring programs is intentionality around program design. Targeting a specific student population and designing tutoring services to meet the needs of those learners is a clear first step. In the planning phase, support and active involvement from the principal or key administrator provides a foundation upon which commitment from the school-day staff can be built. Determining goals for each individual student and appropriate assessments to continually refine services are the core action steps.



One Planet Tutorial, South Royalton

#### Key elements that led to the success seen within the tutoring program highlighted:

- ◆ Tutoring services are provided by teachers or paraeducators with a connection to the students during the school day. Relationships are built or strengthened through tutoring services.
- ◆ Clear system of communication is developed between the tutor and school-day teacher when they are not the same person.
- ◆ Tutoring is offered in either a one-on-one format or in small groups of no more than three students per tutor.
- ◆ Tutoring for each student is intentionally designed with clear goals set and continual assessment of progress made.

## Program Resources

For programs interested in looking at assessment tools and other resources created by afterschool programs in Vermont:

### **Designing an Intentional Tutoring Program:**

#### **Academic Support Program Flow Chart**

Created by: Deb Bratton - RNESU—SOAR Program, Brandon  
Available at: <http://vermontafterschool.org/wp-content/uploads/2010/05/SOAR-Academic-Support-Flow-Chart.pdf>

Provides a clear visual for the referral process for tutoring services, as well as the communication between afterschool tutors and school-day teachers.

#### **Academic Support Programs Procedures**

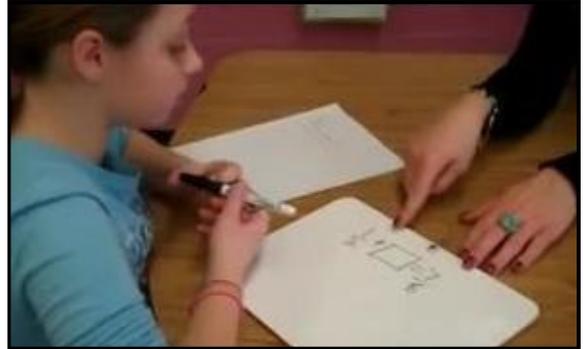
Created by: Deb Bratton - RNESU—SOAR Program, Brandon  
Available at: <http://vermontafterschool.org/wp-content/uploads/2010/05/SOAR-Academic-Support-Program-Procedures.pdf>

Stated procedures for referring a student for tutoring services and the accompanying documentation that follows a referral.

#### **Tutoring Job Description**

Created by: Deb Bratton - RNESU—SOAR Program, Brandon  
Available at: <http://vermontafterschool.org/wp-content/uploads/2010/05/SOAR-Tutoring-Job-Description.pdf>

Sample job descriptions for both tutors and tutor assistants.



Student Success - Winooski & Beyond  
Promising Practices Math Tutoring

### **Documenting Goals and Assessments:**

#### **Afterschool Core Support Goal Sheet**

Created by: Barb Russ - Student Success—Winooski & Beyond, Winooski  
Available at: <http://vermontafterschool.org/wp-content/uploads/2010/05/Winooski-Core-Support-Goal-Sheet.pdf>

Documentation form created to outline the needs to be addressed during tutoring sessions and determine the frequency and duration required to meet those needs.

#### **Academic Tutoring Support Goal Sheet**

Created by: Carrie McDonnell - One Planet, South Royalton  
Available at: <http://vermontafterschool.org/wp-content/uploads/2010/05/One-Planet-Tutoring-Support-Goal-Sheet.pdf>

Another example of documentation around goal setting and outlining assessments to be utilized to determine whether goals are met.

#### **Academic Support Referral**

Created by: Deb Bratton - RNESU—SOAR Program, Brandon  
Available at: <http://vermontafterschool.org/wp-content/uploads/2010/05/SOAR-Academic-Support-Referral.pdf>

A referral form that incorporates parental support for tutoring services.

#### **Academic Support Goal Sheet**

Created by: Deb Bratton - RNESU—SOAR Program, Brandon  
Available at: <http://vermontafterschool.org/wp-content/uploads/2010/05/SOAR-Academic-Support-Goal-Sheet.pdf>

This final example incorporates a summary of the support provided into the documentation capturing the initial goals.

### **Documenting Student Progress:**

#### **Core Support Documentation Form**

Created by: Student Success—Winooski & Beyond, Winooski  
Available at: <http://vermontafterschool.org/wp-content/uploads/2010/05/Winooski-Core-Support-Documentation-Form.pdf>

Provides a systematic way to document daily progress for each student and determine whether additional tutoring services in a particular area are warranted.

#### **Student Afterschool Tutoring Progress Chart**

Created by: Carrie McDonnell - One Planet, South Royalton  
Available at: <http://vermontafterschool.org/wp-content/uploads/2010/05/One-Planet-Tutoring-Progress-Chart.pdf>

A simple to use tracking system that allows pre, mid, and post assessments to be documented and progress noted.

Several of the documents listed above were adapted from materials created by Kingdom Afterschool Programs within Caledonia North Supervisory Union. The Vermont Center for Afterschool Excellence would like to thank Diane Janukajtis, Director of Kingdom Afterschool, for sharing these materials with programs across the state.

## Program Resources

For programs interested in looking at research around afterschool tutoring programs:

### [Background Research: Tutoring Programs](#)

Source: Center for Prevention Research and Development. (2009). Background Research: Tutoring Programs. Champaign, IL: Center for Prevention Research and Development, Institute of Government and Public Affairs, University of Illinois.  
Available at: [http://www.cprd.illinois.edu/files/ResearchBrief\\_Tutoring\\_2009.pdf](http://www.cprd.illinois.edu/files/ResearchBrief_Tutoring_2009.pdf)

### [Effective Approaches to Tutoring Young Readers](#)

Source: Schultz, Jennifer and Mueller, Dan. (2007). Effective approaches to tutoring young readers: A preliminary look at factors affecting tutoring success. Saint Paul, MN: Wilder Research.  
Available at: <http://www.wilder.org/download.0.html?report=1987>

### [Two Together After School: A Literacy Tutoring Project](#)

Source: Fleming, Martha. (2005). Two Together After School: A Literacy Tutoring Project. Academic Development Institute, *The School Community Journal*, 15 (1).  
Available at: <http://www.adi.org/journal/ss05/Fleming.pdf>

Additional Resources:

### **SEDL (formerly known as Southwest Educational Development Laboratory)** [National Center for Quality Afterschool](http://www.sedl.org/afterschool/) (<http://www.sedl.org/afterschool/>)

The National Center for Quality Afterschool provides general afterschool resources, but also hosts an online database of lesson plans for afterschool programs, including resources around tutoring programs. In addition to lesson plans, video examples and planning tools are available within the database.

The information within this document stemmed from the learning that took place within the ISS-AP (Individualized System of Support for Afterschool Programs) Tutoring Strand in 2009-10. ISS-AP is a service of the Vermont Center for Afterschool Excellence and the ISS-AP Tutoring Strand is led by Barb Russ, Director of Student Success - Winooski & Beyond.

For more information about tutoring within Vermont's afterschool program or specific tutoring programs with Student Success - Winooski & Beyond, please contact:

Barb Russ: [bruss@winooski.k12.vt.us](mailto:bruss@winooski.k12.vt.us)



Student Success - Winooski & Beyond  
Core Support: English Language Arts

The **Vermont Center for Afterschool Excellence** is a statewide public-private partnership dedicated to supporting and sustaining innovative learning opportunities beyond the school day for all Vermont's children and youth. The Center's activities are directed toward building the capacity and commitment of Vermont communities to increase the quality and availability of programs during non-school hours. The *Lights! Camera! Learning!* project under which the tutoring program videos were produced is funded through support from the C.S. Mott Foundation and the Vermont Department of Education.

For more information about the **Vermont Center for Afterschool Excellence**, the *Lights! Camera! Learning!* project, or to view winning videos, please see the Center's website: [www.vermontafterschool.org](http://www.vermontafterschool.org).