Supplemental Educational Services (SES)
Quality of Provider Services
Rubric Rating Tool

Trained ODE representatives will observe selected SES providers during tutoring sessions. The SES provider quality of services (QoS) rubric rating tool will be used to determine a quality standard expectation of the provider services.

Review Process

Approximately 45 minutes prior to observing tutoring, the observer should conduct the brief interview with the director of the program using the questions on page 5 of this document. The purpose of the interview is for the evaluator to gather background information about the program. The information obtained should provide the context for observing tutoring. The focus should be on gathering information about the program rather than transcribing direct quotes.

When the tutoring session begins, the observer should start completing the Context and Activities form.

While observing the session, the reviewer should look for indicators of effective practice across the following three constructs:

1. A focus on learning is maintained.
2. Appropriate support is provided for students to be engaged in learning.
3. The learning environment is supportive of student learning, safety and well-being.

After documenting practices observed and collecting data on the entire tutoring session, observers should use the rubric's definitions and examples of effective practice, along with their best judgment, to complete the ratings.

The examples listed under each indicator are not inclusive of all examples and should not be used by the reviewer to help determine a single rating score for a particular indicator. Once the three construct tables are completed, the single rating score generated for each table must be placed into the summary table.

At the end of the review process, once all data have been collected and ratings completed for each construct, the reviewer must determine the overall quality of the session and provide a brief summary of the positive, high-quality aspects of the session and any concerns.

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Observation Rating of Constructs

The reviewer will rate each indicator on a six-point scale, with "0" representing the lowest level of effective practice found and "5" representing the highest level of effective practice found. The following definitions should be used when rating the provider:

Category	Score	Definition
Lowest	0	No evidence found to indicate the specific practice is occurring.
	1	Practice rarely found and is of poor quality.
	2	Insufficient level of practice; not enough in frequency or quality to improve the academic performance of the majority of students observed.
	3	Acceptable, but not remarkable, level of practice; sufficient in quality and frequency to improve the academic performance of a minimum of students observed.
	4	Above-average practice; good in quality and frequency to improve the academic performance of many of the students observed.
Highest	5	High-quality practice occurring frequently across majority of observations; convincing data that the effective practice is improving the academic performance of the majority of students observed.
No Data Collected		The reviewer did not collect evidence on this practice and therefore is unable to select a score for this particular exemplar. Selecting "No Data Collected" will not reduce the rating within the broader construct.

No decimals are permitted when selecting a score. The six-point scale assumes that the reviewer has searched out and collected enough data to respond to each of the indicators. In some instances, however, a reviewer may not have searched for data on a particular indicator and therefore, is unable to select a "0" to "5" score for that particular practice. In these instances, the reviewer should select "No Data Collected."

Note: There is a difference between a score of "0" compared to "No Data Collected "The "0' " scores are averaged into the overall rating for a particular construct (e.g., conducive learning environment) and will, therefore, reduce the overall rating for that area. The "No Data Collected" responses are not included in the average calculation for that particular construct and, therefore, will not reduce the provider's rating for that particular construct.

Promising Practices

The indicators and examples of effective practice on the following pages were informed by the following sources:

- *Community programs to promote youth development.* Eccles, J.S. & Gootman, J.A. (2002);
- *The Study of Promising After-School Programs: Descriptive Report of the Promising Programs*. Vandell, D; Reisner, E.; Brown, B.B.; Pierce, K.; Dadisman, K.; Pechman, E. (February 2004);
- *Study of Promising After-School Programs. Observation Manual for Site Verification Visits*. Policy Studies Associates, Inc., Wisconsin Center for Education Research (Spring 2005);
- *Out-of-School Time (OST) Observation Instrument*. Policy Studies Associates, Inc. (December 2005);
- *Tutoring. Educational Practices Series* - 5. Topping, Keith. (2000) Center on Innovation and Improvement; and
- Center for Research in Educational Policy at the University of Memphis.

Context and Activities Observed

SES Provider

Date: Americom / February 16, 2011

Length of the Tutoring Session(s): 2 hrs

Name of Observer: Peggy Snow (lead) and Robert Cyders

Number of People Observed

of Students Served by the Program: 83

# of Students in Attendance: 36

# of Students Observed: 36

# of Adults Observed 6

Academic Role: 5

Non-Academic Role: 1

Grade Levels Observed (Specify levels within the grade span and note Tutor to Student ratio)

Elementary School 36 T:S 1:4, 1:6; 2:11 and 2:12

Middle School T:S

High School T:S

Activity Type (Estimate the percentage of time spent in each activity)

Tutoring 5 %

Study skills/Test preparation 95 %

Computer instruction 0 %

Knowledge / Skill Areas (Check all that apply)

- [x] Math/Numeric
- [x] Reading/Language Arts
- [ ] Other Academic Area:

Type of Space (Check)

- [ ] School Classroom
- [ ] Computer Lab
- [ ] School Library
- [ ] Public Library
- [ ] Home

Materials Used (Check all that apply)

- [ ] Computers
- [ ] Writing Materials
- [x] Textbooks and Workbooks
- [ ] Research Books
- [x] Other:

Provider Facility (Describe briefly.)

The classes were held in the office building of an apartment. The top floor is used by the SES provider and for other community programs and get-togethers. The facility is adequately maintained with 6 rooms devoted to the tutoring program. The rooms are of various sizes and are well lit, containing tables, desks and a television set. However, the rooms used were crowded - an issue that also made student movement and transitions difficult. Students can walk in to the center and no transportation is provided.

Please provide additional notes on p. 11: (Include information about exceptional or extended services provided to students and their families, regardless of funding source.)

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Definitions for Activity Type and Knowledge/Skills

Test preparation/ study skills	Instruction and activities expressly designed to prepare students for standardized achievement tests or to teach them study skills. Activities may include practicing different types of test questions or taking practice tests.
Tutoring	Students work individually or in small groups with a tutor, who helps them work on a particular skill such as reading, math or English language skills.
Computer instruction	Using the computer to practice test-taking skills, practice academic skills or for an academic enrichment activity.
Other	Describe content areas/activities observed that cannot be categorized or grouped above.

Introductory Interview Items:

(Focus on contextual information that will enhance your understanding of the tutoring you are about to observe.)

1. How long have you been a provider of SES services? since 2007

2. Describe the students you serve.
   a. How many students are you expecting in this session? 35
   b. Do you have non-SES students participating in tutoring? Yes, siblings. 5 attended this night

3. Describe what I/we should see in this session.
   Students engaged with teachers / no sleeping or playing/ students enjoying

4. What else should I/we know about your program?
   This tutoring is a part of the community. Pre-and Post-tests used.

5. How do you communicate feedback concerning student progress? Written reports and informally
   a. What kind of feedback do you provide? Written reports to parents and district
   b. How often do you provide feedback? Monthly / informally, more often
   c. What response do you get? Parents are positive and engaged / some language barriers

Construct **Average Rating** 2

1. A focus on learning is maintained.

High Levels of Effective Practices	Score	Low Levels of Effective Practices
Target A. A clear learning goal is established for each child in the tutoring session. • Skill building activities are provided to students. • The tutor explains to the student what skills he or she is learning.	2	**Target** A. A clear learning goal is not established for each child in the tutoring session. • Activities do not build students' skills. • Activities are unfocused and not structured to develop a particular set of skills. • Activities are simply homework assistance.
Content B. The content, as presented by the tutors, is factually, procedurally and conceptually correct and accurate. • Materials are appropriate to the students' instructional level. • Learning is scaffolded for students' understanding.	2	**Content** B. The content, as presented by the tutors, is not factually, procedurally and conceptually correct and/or accurate. • Incorrect information is presented by the tutor(s). • Students' frustration is apparent and is a barrier to learning.
Activities C. The instructions for activities are clear and easily followed by students. • Tutors understand the activities and are prepared to support students in learning. • Students understand and follow instructions. • Tutors explain to students the reasons for the activity.	2	**Activities** C. The instructions are unclear and not easily followed by students. • Students may not know what they are supposed to be doing or why they are doing it.
Communication D. Tutor and student conversations are frequent and reciprocal. • Tutors respond to students' initiation of dialogue and show interest by commenting or asking questions. • Tutors initiate conversations with students. • Students discuss back and forth and offer their comments. • Tutors informally assess student learning.	1	**Communication** D. Tutor and student interactions are infrequent and one-sided. • Tutor does not converse or interact with students. • Tutor does not assist students. • Students do not participate in discussions. • Tutors do not informally assess student learning.
Instructional Techniques E. Tutors ask students "why, how and what if" questions as appropriate to the activity. • Tutors ask students questions that require extended responses. • Tutors ask students to explain their answers.	1	**Instructional Techniques** E. Tutors do not ask students "why, how and what if" questions as appropriate to the activity. • Tutors do not ask students questions that require extended responses. • Tutors do not ask students to explain their answers.

Please provide additional notes on p. 11:

Construct **Average Rating** 2

2. Appropriate support is provided for students to be engaged in learning.

High Levels of Effective Practices	Score	Low Levels of Effective Practices
Engagement Focus A. Students appear to be engaged, focused and interested in their activities. • Students are engaged in the focal activity and/or are using free time appropriately. • Students follow directions. • Groups of students are fully on-task and contributing during group activity.	2	**Engagement Focus** A. Students do not appear to be engaged, focused and interested in their activities. • Students are off-task or not attentive to the tutor or the activity (disrupting the lesson, blurting out, unseated and wandering about the room.) • Students are not engaged in the work provided to them; they may be completing the assigned work, but are not actively engaged in the work (daydreaming, taking longer than expected to complete the work, etc.). • Students appear bored or distracted.
Relationship/Support B. Tutors and other provider personnel respond to students in a warm, supportive manner. • Tutors use a positive tone of voice and offer encouragement. • Tutors offer specific suggestions to students for improving skills and performance, providing examples of what they like about the work in progress.	2	**Relationship/Support** B. Tutors and/or other provider personnel are flat or negative with students. • Tutors and/or other provider personnel appear bored, tired or distant. • Tutors and/or other provider personnel show disrespect for students.
Motivation/Encouragement C. Tutors and/or other provider personnel praise students' efforts and encourage students to continue working on building skills. • When a student struggles to master a skill, the tutor helps the student see it simply as a setback instead of as an inability. • The tutor encourages the student not to give up trying. • The tutor encourages a struggling student to try a new activity or approach.	3	**Motivation/Encouragement** C. Tutors and/or other provider personnel criticize the student's efforts and discourage the student from making more attempts to develop skills. • Tutors and/or other provider personnel blame the student's failure on inability. • Tutors and/or other provider personnel do not encourage further efforts to develop the skill. • Tutors and/or other provider personnel do not encourage students to try new approaches when struggling. • Tutors and/or other provider personnel do not encourage students to challenge themselves.
Progress/Review D. Tutors and/or other provider personnel give students the opportunity to review their progress regularly and to experience ongoing successes. • Questions such as, "What can you do now that you could not do before?" or "What did you learn today?" are asked.	1	**Progress/Review** D. Tutors and/or other provider personnel do not give students the time to reflect on their progress. • Student progress is not acknowledged. • The student is not encouraged to celebrate successes.

Please provide additional notes on p. 12:

Construct **Average Rating** 2

3. The learning environment is supportive of student learning, safety and well-being.

High Levels of Effective Practices	Score	Low Levels of Effective Practices
Effective Management A. The Provider uses effective techniques to control the environment. • Tutors communicate behavioral expectations and intervene constructively and calmly to address disruptive behavior by redirecting students and/or explaining why the behavior is unacceptable. • Tutor is aware of and addresses teasing, bullying or other conflicts between students. • Provider is aware of all situations in the room. • Distracted students are redirected or refocused. • Provider intervenes when appropriate and necessary.	2	**Effective Management** A. The provider uses moderate or heavy amounts of ineffectual control tactics. • There is evidence of yelling, shaming or disparagement of students by the tutor. • Tutors correct students publicly in ways that embarrass or belittle them. • Tutors ignore behavioral issues and/or student conflicts. • Tutors use hard or rough punishment. • Provider allows disruptive or inappropriate situations to get out of hand before intervening. • The techniques used by the provider to control the environment are unsuccessful.
Level of Control B. Activities and interactions are structured in such a way that levels of Provider control are appropriate. • Provider responds to students who ask for assistance. • Students are not over-controlled. • Provider demonstrates respect for students' autonomy and responsibility.	2	**Level of Control** B. Provider is highly over-controlling. • Little or no student discussion or involvement. • The provider does not encourage student spontaneity and creativity. • Activities are provider-directed.
Transitions C. Activity transitions are orderly and efficient. • The activity area is prepared and ready when students arrive. • Transition times between activities are minimal; students do not need to wait a long time for an activity to start. • Materials are accessible, functioning and efficiently dispersed to students. • There are enough materials to allow students to participate simultaneously in activities.	1	**Transitions** C. Transitions between activities are chaotic. • There are long waits between activities. • Materials are not functional or are not available in the necessary quantities. • Provider is not prepared for the activity. • Students may not know where they are supposed to be or where to go next.
Instructional Environment D. The environment contributes to instruction. • Group order is well-maintained through active student engagement in activities. • Noise levels, talking, movement and classroom interaction are consistent with and related to the instructional activities. • External distractions are minimized and do not impact learning. • Tutors and/or other provider personnel support each other (when multiple provider members are observed).	2	**Instructional Environment** D. The environment does not contribute to learning. • Students are out of control during transition, activities, or free time. • Students misbehave. • Students misuse materials. • Distractions outside the observed activity interfere with students' participation and/or experiences. • Provider members work at cross-purposes or give conflicting information.

Please provide additional notes on p. 12:

Summary Rating Table

The rating generated for each construct, which is located in the upper right-hand corner of the previous tables, must be written in the following summary table. The reviewer also must provide evidence/notes that justify why a particular rating was made.

Construct	Average Rating	Weight (Multiply by)	Final Score
1. A focus on learning is maintained.	2	5	10
2. Appropriate support is provided for students to be in engaged in learning.	2	3	6
3. The learning environment is supportive of student learning, safety and well-being.	2	2	4
Final Total Score (Sum of all scores)	X	X	20

Summary of the Overall Quality of the Session

At the end of the entire review process, once all data have been collected and ratings completed, the reviewer must summarize the overall quality of the provider session.

The reviewer must select the rating that best represents the overall quality of the provider session, based upon the criteria listed in the right column.

Overall Rating	Level of Quality and Degree of Concerns	Required Scoring Across the Three Constructs
☐ High Quality	The observer has no concerns regarding the quality of services. The provider is encouraged to share best practices.	Range 45-50
☐ Good Quality	The observer has minimal concerns regarding the quality of services. The provider is encouraged to continue implementing quality practices.	Range 35-44
☐ Acceptable Quality	The observer has few concerns regarding the quality of services. The provider is encouraged to consider improving the level of quality practices.	Range 28-34
☑ Limited Quality	The observer has several concerns regarding the quality of services. ODE will be contacting the provider to develop a plan of action to address concerns.	Range 18-27
☐ Poor Quality	The observer has serious concerns regarding the quality of services being provided. ODE will be contacting the provider to develop a plan of action to address concerns and for continued monitoring.	Range 17 or lower

Provide a brief summary of the positive, high-quality aspects of the session and any concerns (if applicable):

The facility functions as a community center. Students are able to walk in for tutoring, and parents have easy access to the tutors, Program Director and Director. There is a sense of community there, and students appear to have established a comfortable relationship with the adults. They are willing to work and pleased with their acomplishments. Assessment and planning identifies student deficiencies, however activities are whole group with no differentiation. The session alternated between workbook work and math facts. Staff meets after each session to evaluate and plan for the next.

Recommendations include some of the same issues as were noted last year:
1. Increase the number of staff to reduce student/teacher ratio and enhance program quality.
2. Develop expectations for behavior and noise level and implement them consistently.
3. Develop procedures for transitions & student movement to maximize time
4. Plan more varied and engaging lessons - less emphasis on workbooks

Notes from p. 4 – Context and activities observed.

Lesson plans were created to reflect the needs of the students as determined by the pre-tests and student observations. However, lessons were whole group and did not differentiate for differences within grade levels. Buckle Down test preparation books were used as the basis of instruction in reading and mathematics. Practice on math facts was also observed. One teacher had the evening's activities listed on the board, the other did not.

Students were mainly grouped into two large groups for work on the Buckle Down books. There were two tutors on one group and one in the other. The Program Director and a high school volunteer also worked with individualor small groups of students periodically.

There were five siblings in attendance. The director monitored them and provided them with some activity, but plans had not been made to provide adequately for them for two hours.

We observed whole group work in the workbooks. Tutors monitored the work, and helped individuals and small groups as needed.

During the course of the review we also observed students watching a Schoolhouse Rock segment on " the three facts"; a flash card game; individual reading; and a paired multiplication fact practice.

An example of the evening's lesson plan for one of the groups included: Meet and greet, reading workbook, Schoolhouse Rock, multiplication flashcards, math workbook, Schoolhouse Rock, independent reading, and workbook review.

Notes from p. 6 – A focus on learning is maintained.

The IAP is the basis for expectations of student outcomes. Buckle Down Test Practice books have been purchased and are the basis of instruction. These were provided to students by grade level with no differentiation. The Program Director stated that the books are designed to provide remediation to students.

Tutors carefully explained math concepts to students, but students were rarely questioned in a way that allowed them to figure out the answers themselves. Students were not asked to explain their answers, and higher level questioning was not observed. All math work was pen and pencil. Emphasis seemed to be on getting the correct answer.Tutors did not have access to manipulatives or to board space where they could model the work. Work was done individually, sometimes with teacher help.

Students did not work as a group, and therefore did not have much opportunity to discuss or defend their ideas. Few reciprocal conversaions were heard.

Students seemed to understand the expectations for their participation, and were able to follow directions. However, multiple examples of off-task student behavior were observed. Much time was lost due to slow, noisy transitions. An exit strategy was effectively used after the Multiplication Rock segment, , but it became quite time consuming.

Notes from p. 7 – Appropriate support is provided for students to be engaged in learning.

There was good rapport between students and tutors, particularly with the lower grade levels. They laughed a lot, and students seemed to feel free to ask questions and volunteer to participate.All tutors were positive with the children. Verbal encouragement and praise was heard throughout the review.

Student engagement was not high despite staff efforts to engage them in the work. The mixture of penci;/paper workbook format and students working independently did not motivate the children to work. While using the workbooks, students did not work cooperatively . There was little give and take between the children. Questioning was factual and most-often low level. The work was not differentiated in any way, and it must be assumed that it did not meet every student's needs equally.There was an absence of hands-on learning.

Off-task behavior absorbed quite a bit of the tutors' time. Students who were quiet were not engaged by teachers and seemed to fall through the cracks. The provider monitors student behavior and overall student management. He also tried to keep the siblings, who were not part of the tutoring, busy.

Engagement was higher during activities such as the flash card game and Schoolhouse Rock, but management of so many children moving through a small space was difficult. Sone students do not seem to have internalized expectations for their behaviors during transitions and activities.

Notes from p. 8 – The learning environment is supportive of student learning, safety and well-being.

The facility is in the center of the community. Students are able to walk to the site, and parents have easy access to the tutors. The Director stated that they often come over to observe the tutoring or talk to tutors.

Lighting was good and tables and individual desks were available for students to use. The space was quite small for the number of children participating. Spaces were used unevenly with many students in some spaces, and some spaces empty.

Materials observed in use were Buckle Down test prep books, flashcards and video of Schoolhouse Rock. Students brought their own books from home or school to use during silent reading.

Transitions were noisy and lengthy with many students trying to move through small spaces and doorways. An exit slip strategy (flash cards), ended up taking up quite a bit of time during which only one student was engaged at a time.

Tutors were inconsistent in their abilities to manage student behavior. This resulted in some students becoming disruptive to other students or to the learning of the group.

In general, most students were compliant and attentive to their tasks. They seemed eager to learn and to please their tutors.

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