# 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.

Ohio | Department of Education

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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: January 7, 2011/Jonas Education Project

Length of the Tutoring Session(s): 4:00-6:00 pm

Name of Observer: Harriet Allen Kay Buckner

### Number of People Observed

# of Students Served by the Program: 50

# of Students in Attendance: 8

# of Students Observed: 8

# of Adults Observed 7

Academic Role: 6

Non-Academic Role: 1

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

Elementary School Grades 1-5

T:S 1:1,1:1, 1:1,1:1,1:2, 1:2,

Middle School

T:S

High School

T:S

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

Tutoring 100 %

Study skills/Test preparation % 

Computer instruction %

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

### Provider Facility (Describe briefly.)

The program uses the dining room in a church. It is a large room. There is a table with chairs for each group. The provider has a locked stroage cabinet for storage. There is a recessed area for small group work. The diningg room is secure and safe.

**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? 2004-2011

2. Describe the students you serve.
   a. How many students are you expecting in this session? 7
   b. Do you have non-SES students participating in tutoring? no

3. Describe what I/we should see in this session.
   Tutors work on assignments in student folders. Each student has a folder.

4. What else should I/we know about your program?
   Program serves 50 public school students.Ten students have IEPs.

5. How do you communicate feedback concerning student progress?
   a. What kind of feedback do you provide? phone calls to parents: info sent to teachers
   b. How often do you provide feedback? once a month to parents and classroom teachers.
   c. What response do you get? 15% of classroom teachers share information with SES

**Construct** **Average Rating** 4

**1. A focus on learning is maintained.**

| High Levels of Effective Practices | Score | Low Levels of Effective Practices |
|---|---|---|
| **Target**<br>A. A clear learning goal is established for each child in the tutoring session.<br>• Skill building activities are provided to students.<br>• The tutor explains to the student what skills he or she is learning. | 4 | **Target**<br>A. A clear learning goal is not established for each child in the tutoring session.<br>• Activities do not build students' skills.<br>• Activities are unfocused and not structured to develop a particular set of skills.<br>• Activities are simply homework assistance. |
| **Content**<br>B. The content, as presented by the tutors, is factually, procedurally and conceptually correct and accurate.<br>• Materials are appropriate to the students' instructional level.<br>• Learning is scaffolded for students' understanding. | 4 | **Content**<br>B. The content, as presented by the tutors, is not factually, procedurally and conceptually correct and/or accurate.<br>• Incorrect information is presented by the tutor(s).<br>• Students' frustration is apparent and is a barrier to learning. |
| **Activities**<br>C. The instructions for activities are clear and easily followed by students.<br>• Tutors understand the activities and are prepared to support students in learning.<br>• Students understand and follow instructions.<br>• Tutors explain to students the reasons for the activity. | 4 | **Activities**<br>C. The instructions are unclear and not easily followed by students.<br>• Students may not know what they are supposed to be doing or why they are doing it. |
| **Communication**<br>D. Tutor and student conversations are frequent and reciprocal.<br>• Tutors respond to students' initiation of dialogue and show interest by commenting or asking questions.<br>• Tutors initiate conversations with students.<br>• Students discuss back and forth and offer their comments.<br>• Tutors informally assess student learning. | 4 | **Communication**<br>D. Tutor and student interactions are infrequent and one-sided.<br>• Tutor does not converse or interact with students.<br>• Tutor does not assist students.<br>• Students do not participate in discussions.<br>• Tutors do not informally assess student learning. |
| **Instructional Techniques**<br>E. Tutors ask students "why, how and what if" questions as appropriate to the activity.<br>• Tutors ask students questions that require extended responses.<br>• Tutors ask students to explain their answers. | 4 | **Instructional Techniques**<br>E. Tutors do not ask students "why, how and what if" questions as appropriate to the activity.<br>• Tutors do not ask students questions that require extended responses.<br>• Tutors do not ask students to explain their answers. |

**Please provide additional notes on p. 11:**

**Construct** **Average Rating** 4

**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**<br>A. Students appear to be engaged, focused and interested in their activities.<br>• Students are engaged in the focal activity and/or are using free time appropriately.<br>• Students follow directions.<br>• Groups of students are fully on-task and contributing during group activity. | 4 | **Engagement Focus**<br>A. Students do not appear to be engaged, focused and interested in their activities.<br>• Students are off-task or not attentive to the tutor or the activity (disrupting the lesson, blurting out, unseated and wandering about the room.)<br>• 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.).<br>• Students appear bored or distracted. |
| **Relationship/Support**<br>B. Tutors and other provider personnel respond to students in a warm, supportive manner.<br>• Tutors use a positive tone of voice and offer encouragement.<br>• Tutors offer specific suggestions to students for improving skills and performance, providing examples of what they like about the work in progress. | 4 | **Relationship/Support**<br>B. Tutors and/or other provider personnel are flat or negative with students.<br>• Tutors and/or other provider personnel appear bored, tired or distant.<br>• Tutors and/or other provider personnel show disrespect for students. |
| **Motivation/Encouragement**<br>C. Tutors and/or other provider personnel praise students' efforts and encourage students to continue working on building skills.<br>• When a student struggles to master a skill, the tutor helps the student see it simply as a setback instead of as an inability.<br>• The tutor encourages the student not to give up trying.<br>• The tutor encourages a struggling student to try a new activity or approach. | 4 | **Motivation/Encouragement**<br>C. Tutors and/or other provider personnel criticize the student's efforts and discourage the student from making more attempts to develop skills.<br>• Tutors and/or other provider personnel blame the student's failure on inability.<br>• Tutors and/or other provider personnel do not encourage further efforts to develop the skill.<br>• Tutors and/or other provider personnel do not encourage students to try new approaches when struggling.<br>• Tutors and/or other provider personnel do not encourage students to challenge themselves. |
| **Progress/Review**<br>D. Tutors and/or other provider personnel give students the opportunity to review their progress regularly and to experience ongoing successes.<br>• Questions such as, "What can you do now that you could not do before?" or "What did you learn today?" are asked. | 3 | **Progress/Review**<br>D. Tutors and/or other provider personnel do not give students the time to reflect on their progress.<br>• Student progress is not acknowledged.<br>• The student is not encouraged to celebrate successes. |

**Please provide additional notes on p. 12:**

**Construct** **Average Rating** 4

**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**<br>A. The Provider uses effective techniques to control the environment.<br>• Tutors communicate behavioral expectations and intervene constructively and calmly to address disruptive behavior by redirecting students and/or explaining why the behavior is unacceptable.<br>• Tutor is aware of and addresses teasing, bullying or other conflicts between students.<br>• Provider is aware of all situations in the room.<br>• Distracted students are redirected or refocused.<br>• Provider intervenes when appropriate and necessary. | 4 | **Effective Management**<br>A. The provider uses moderate or heavy amounts of ineffectual control tactics.<br>• There is evidence of yelling, shaming or disparagement of students by the tutor.<br>• Tutors correct students publicly in ways that embarrass or belittle them.<br>• Tutors ignore behavioral issues and/or student conflicts.<br>• Tutors use hard or rough punishment.<br>• Provider allows disruptive or inappropriate situations to get out of hand before intervening.<br>• The techniques used by the provider to control the environment are unsuccessful. |
| **Level of Control**<br>B. Activities and interactions are structured in such a way that levels of Provider control are appropriate.<br>• Provider responds to students who ask for assistance.<br>• Students are not over-controlled.<br>• Provider demonstrates respect for students' autonomy and responsibility. | 4 | **Level of Control**<br>B. Provider is highly over-controlling.<br>• Little or no student discussion or involvement.<br>• The provider does not encourage student spontaneity and creativity.<br>• Activities are provider-directed. |
| **Transitions**<br>C. Activity transitions are orderly and efficient.<br>• The activity area is prepared and ready when students arrive.<br>• Transition times between activities are minimal; students do not need to wait a long time for an activity to start.<br>• Materials are accessible, functioning and efficiently dispersed to students.<br>• There are enough materials to allow students to participate simultaneously in activities. | 4 | **Transitions**<br>C. Transitions between activities are chaotic.<br>• There are long waits between activities.<br>• Materials are not functional or are not available in the necessary quantities.<br>• Provider is not prepared for the activity.<br>• Students may not know where they are supposed to be or where to go next. |
| **Instructional Environment**<br>D. The environment contributes to instruction.<br>• Group order is well-maintained through active student engagement in activities.<br>• Noise levels, talking, movement and classroom interaction are consistent with and related to the instructional activities.<br>• External distractions are minimized and do not impact learning.<br>• Tutors and/or other provider personnel support each other (when multiple provider members are observed). | 4 | **Instructional Environment**<br>D. The environment does not contribute to learning.<br>• Students are out of control during transition, activities, or free time.<br>• Students misbehave.<br>• Students misuse materials.<br>• Distractions outside the observed activity interfere with students' participation and/or experiences.<br>• 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. | 4 | 5 | 20 |
| 2. Appropriate support is provided for students to be in engaged in learning. | 4 | 3 | 12 |
| 3. The learning environment is supportive of student learning, safety and well-being. | 4 | 2 | 8 |
| **Final Total Score (Sum of all scores)** | X | X | 40 |

## 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):**

Individual student folders are maintained that contain individual learning plans, daily assignments, completed student work, sight word progress, student background information, teacher assignments and comments, and an assessment of progress made during lessons. The director and her assistant monitor the folders to ensure that the skill building activities and lessons are provided at each session. The students' folders enabled each teacher to provide differentiated instruction.
Most group ratios are no more than 1:3. Students are given prizes and incentives for four days of good behavior. Tutors praise students and conduct meaningful conversations with students. The Director keeps detailed records on all tutors, students, and program activities. The program has resource materials (games, reference materials, instructional materials) available for tutors.
Individual learning goals were too broad and should contain more specific skills. Technology could be used to support instruction.

## Notes from p. 4 – Context and activities observed.

The tutors bachelor's degrees or junior status in college. Many tutors are classroom teachers. The program uses the Achieve Test for the pre and post testing of each student. The program has provided SES services for six years. Students are from public schools in grades. 1-6.
Ten (10) students have IEP. Parents provide these IEPs to the program. IEP goals are incorporated into tutoring learning goals for these students.

The program has computers available with no internet access. The computers will be used for learning games. The program uses "Reading for Understanding Workbook" and "Hayes Mastery of Math Standards Assesments". Each student in evaluated monthly and progress reports are sent to parents.
In addition, tutors and director communicate with parents by telephone. Each student's progress is assessed at the end of each lesson. The program provides a monthly recap to the public school system. A representative from the school system visits the program.
Each student receives 32 hours of tutoring.

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

The tutors share the goals of the lesson with the students. The tutors conduct meaningful conversations with the students. Students discuss back and forth and offer their comments. The director knows each student by name and visits each instructional group. The director assists the tutors and participates in the tutoring sessions when necessary.

Teachers informally assess student learning and make notes in the student's folder.

Tutors ask questions that require extended responses. Many tutors have worked with the students for more than one year. The materials are appropriate to each s student's instructional level.

The program focuses on academics. The student folders are very comprehensive and contain information that keeps the students on track to mastering the goals in their learning plan. If a tutor is absent, the student folder maintains the focus on working toward mastery of the learning goals.

The written learning goals are very broad. The learning goals could contain more benchmarks and grade level indicators. This would aid in planning instructional activities.

The students enjoy learning and have a good relationship with the personnel of the tutoring program.
The director and her assistant review each student folder weekly and assist in planning instructional lessons.

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

The students are engaged and work very hard on the activities for lessons assigned in their folders. All instructional groups have a ratio of 1:3 or less. Today there were more tutors than students.

Students are given a treat at the end of the sessions. Tutors ask questions that require extended answers and problem solving skills. The director and her assistant monitor all groups and provide assistance when necessary. They help keep students focused and engaged.

Most instructional activities require paper and pencil tasks. The provider does plan to add additional computers to support instruction. Students received individual help in mastering their sight words.

Students recieve a snack at the end of the sessions. Students receive a reward after four days of good behavior.

The tutors are very supportive and encouraging. They offer lots of positive support and reinforcement. They encouarge students to keep working and do their best. You often hear "I know you can do this". External distractions were kept to a minimum.

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

The tutoring takes place in the dining/fellowship area of a church. The room is very large and well lit. Each tutor has their own table with chairs. Each student has a large work space at the table. The facility is secure. Transportation is provided by a dedicated van.

Since all of the lesson plans and acticities are in the student folders, transition times between activities were minimal. There were additional instructional materials available. The materials were stored in a locked cabinet.

Students sign in at the beginning of each session.

Tutors support each other. Students are comfortable and interact with all of the tutors and both directors.

In addition, the program does use flexible grouping during the sessions when student are working on sight words.

The students were well behaved and well-behaved. Order was maintained through active student engagement in activities.



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