Grace Community Center
406 W. Delaware
Toledo, Ohio 43610

Quality Rating and Score

Based on the observation of the Supplemental Educational Service (SES) program, program implementation demonstrated concerns.

Score: 23
Quality Rating: LIMITED

Area of Concern: Construct 1- A focus on learning is maintained.

Insufficient level of practice; not enough in frequency or quality to improve the academic performance of the majority of students observed:

1. A focus on learning is maintained.

- **Target:** 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:** 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 do not build students' skills.
- **Activities:** 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:** 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.

Practice rarely found and is of poor quality:

- **Instructional Techniques:** 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.

Corrective Action Step submitted by provider

- Target-
  - Learning goals will be emphasized weekly to the tutors, and they will be reminded via memos and individualized conferences to more effectively address the individual needs of the children.
  - Homework will be confined to the All Purpose Room.
- Content-
  - Tutors will be required to demonstrate their understanding of the educational materials being used.
  - The part of the corrective action plan is vague: If there is frustration among the children, we will work to alleviate their instruction.
- Activities- Corrective action plan is vague.
  - We will continue to answer any questions of which children are not clear. We will continue to have set routines that the students understand. We will check to find out if

tutors need to repeat the same instructions at each session. We will clarify any barriers to learning, if they occur.

- Communication-Corrective action plan attempts to address the construct.
    - We will continue to discourage unnecessary conversation with the total group as they perform assigned tasks. However, we will address the children's individual needs quietly, rather than exposing their inadequacies to all children in the room.
    - We will attempt to find ways to inject more conversation regarding the reading comprehension activities when using the McCall Crabbs Standardized tests in Reading and the "Writing Experience" (setting, plot, dramatization, etc.).
    - Too much conversation to the groups as a whole is counterproductive to the learning process in our children.
    - We will continue to assess the children's work with individual critiques of their work and regular quizzes.
- Instructional Techniques-
    - We will find more ways to ask questions that are pertinent to children's learning.
    - Tutors will be required to have children explain their answers to the group when they demonstrate their work at the chalkboard.

Area of Concern: Construct 2- Appropriate support is provided for students to be engaged in learning.

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

Insufficient level of practice; not enough in frequency or quality to improve the academic performance of the majority of students observed:

- **Engagement Focus:** 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.
- **Progress/Review:** 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.

Corrective Action Step submitted by provider

- Engagement Focus- Corrective action plan is vague.
    - We will alert teacher to be persistently aware of children who are not engaged or are off task. We will attempt to have more volunteers to partner with the specific children who have emotional and/or medical problems with which they are struggling.
- Progress/ Review- Corrective action plan does not go beyond what is in place. (info given is from provider's plan)
    - We would appreciate it very much if suggestions to help children celebrate their success beyond what we already do (give them stars, smileys, hi fives, treats, announcement in the group of their success, applauds for their accomplishments, etc. If there are other ways please inform us.

Area of Concern: Construct 3- The learning environment is supportive of student learning, safety, and well-being.

Insufficient level of practice; not enough in frequency or quality to improve the academic performance of the majority of students observed:

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

- **Effective Management:** 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:** 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.
- **Instructional Environment:** 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.

Corrective Action Step (s) submitted by provider

- Effective Management- Corrective action plan is vague.
  - We will conduct more in-service training to address classroom management.
- Level of Control- Corrective action plan does not address the construct.
  - We will examine the control factor to find a median.
- Instructional Environment- Corrective action plan does not address the construct.
  - We are working on children's inappropriate behavior, and the way tutors respond to it.