Open Book Tutoring
2008 Clearstream Way
Clayton, OH 45315

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.
- **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.
- **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(s) submitted by provider

Target

- Tutors are to develop lesson plans based on each student's established goals.
- Tutors will also stay vigilant in noticing possible new needs for the student and address appropriately.

Activities: No corrective action plan submitted.

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Instructional Techniques: No corrective action plan submitted.

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Area of Concern: Construct 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:

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

- **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(s) submitted by provider

Engagement/ Focus: Plan is vague.

- Tutors are to make instruction engaging for the student, as much as possible. If one thing isn't working be creative and try it in a new way.

Progress/ Review: Plan is vague.

- Tutors have been instructed to be encouraging. They are to consistently point out the students' accomplishments.

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.
- **Transitions:** 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:** 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

- Tutors have been instructed to do their best to refocus a student with behavior issues. If unable to, the student is removed as to not distract the rest of the group. That student is then tutored independently by the provider or the supervisor until ready to rejoin the group.

Level of Control: No corrective action plan submitted.

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Transitions: Plan does not address rubric description.

- Tutors must focus on reading half of the time and math the other half.
- Educational games are allowed but are limited to 10 minutes.

Instructional Environment: No corrective action plan submitted.

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