Time 4 Change
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## Quality Rating and Score

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

Score: 20
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.

*Practice rarely found and is of poor quality:*

- **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.
- **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.

## Corrective Action Step(s) submitted by provider

Target

- Outline goals of each session and state goal for that session.
- Skill-building activities will be implemented by using OAA and Buckle Down test prep materials.

Content

- All tutors will be mandated to participate in monthly trainings.
- Tutors will be asked to participate in "mock" tutoring sessions while at training.

Activities

- All tutors will participate in mandatory monthly trainings to learn proper way to introduce activities, how to provide clear and concise information via instructional methods presented by the operator of the program.

Communication

- All tutors will encourage teacher/ student communication by asking questions, testing students' prior knowledge, giving a mini- pretest.
- Tutors will encourage the student to ask questions throughout the session.

Instructional Techniques

- All tutors will ask students questions that require extended responses.

**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.

*No evidence found to indicate the specific practice is occurring:*

- **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

- All tutors will utilize Buckle Down and/or OAA test prep materials throughout each session.
- Tutor will use every effort to implement activities to everyday life situations, so student can become more engaged with the task at hand.

Progress/ Review

- All tutors will use the last 20 minutes of each session to review all materials presented, learned, ask questions and state to the student his/her progress level in that particular area.
- Concepts presented will be further developed and assessed by supporting and encouraging students to write about their learning during this time.
- Students and parents will receive a progress report after 18 hours of service.
- If student is showing difficulty, a conference with parent and student will be requested.
- Students will take a post-assessment upon completion of services.

**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 amountsof 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

- Train all tutors on conflict-resolution.
- All tutors will adhere to policy prohibiting belittling, embarrassing, or yelling at any student (by signing a contract stating so)
- Students and parents will be asked to sign a behavioral contract prior to the first day of tutoring outlining student expectations while on tutoring site premises.

Level of Control

- Plan does not address rubric description

Instructional Environment

- Plan does not address rubric description