

Stakeholders Perceptions on Tutor Training: Implications on the Special Education Workforce

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Section Objectives

Discuss

SET shortage over the nation and its impact on supporting diverse student at-risk



Explain

High-impact tutoring training modules



Discuss

Stakeholders' perceptions and outcomes of the initiative

SET shortage Issues

Chronic SET shortage issue

- Has been issues over forty-five years (Billingsley & Bettini, 2019)
- Most states report a shortage of SETs (DoE, 2021)
- 65% public schools reported a teacher shortage during 2022-2023 (IES, 2022)

Complexity of SET Shortage

- Teacher Turnover
- Staffing issues in high poverty schools, remote and rural schools

(Boe, 2006; Mason-Williams et al., 2020)

Contributing factors for at-risk students

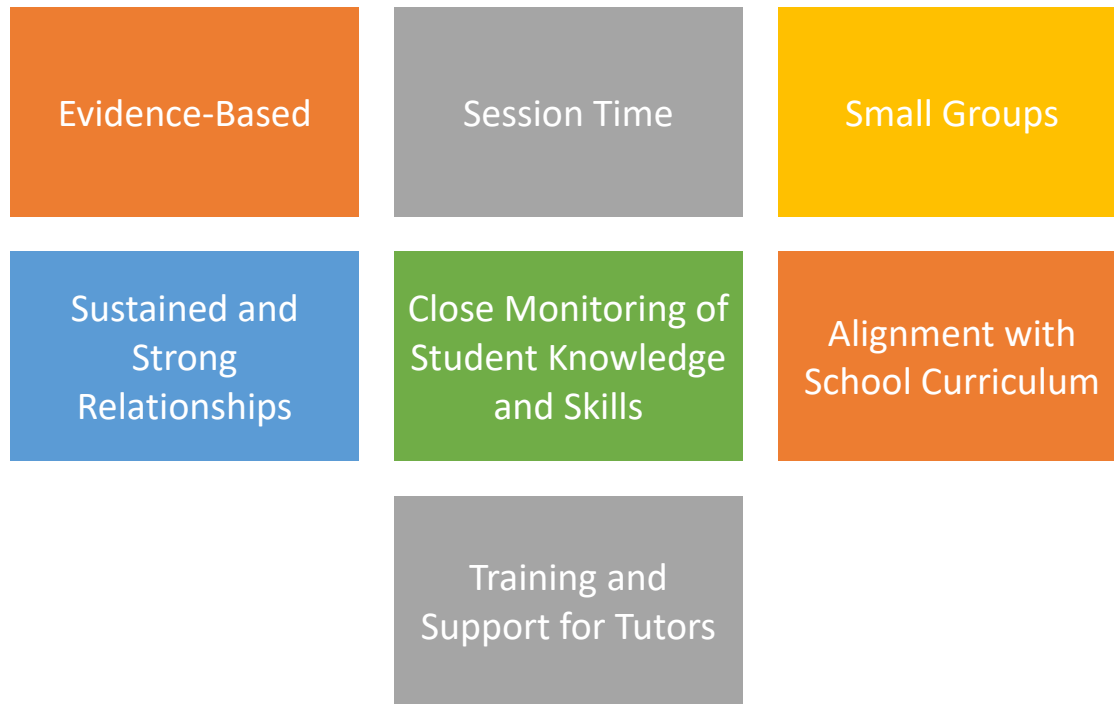
- 4th and 5th grades students with disabilities show much lower educational outcomes in reading and math compared to their typically developing peers (National Center for Education Studies, 2022)
- Covid-19 Pandemic also contributed the gap of students with disabilities and their typically developing peers, which indicates the need for providing supplementary support for at-risk students or students with disabilities.
- "High-impact tutoring, like MTSS, promotes individualized, data-informed instruction, collaboration, and communication among adults to ensure an integrated student learning experience." (National Student Support Accelerator, p. 4).





Illinois High
Impact
Tutoring
Initiative
(ITI)

High Impact Tutoring: *The Basics*



ITI model is based on the work from National Student Support Accelerator (NSSA).

Preparing Tutors for Quality Implementation



- Core Training
- Content Training
- Fidelity Implementation Training
 - For tutors
 - For Supervisors
- Lesson Study

Current ITI Demographics of Tutors

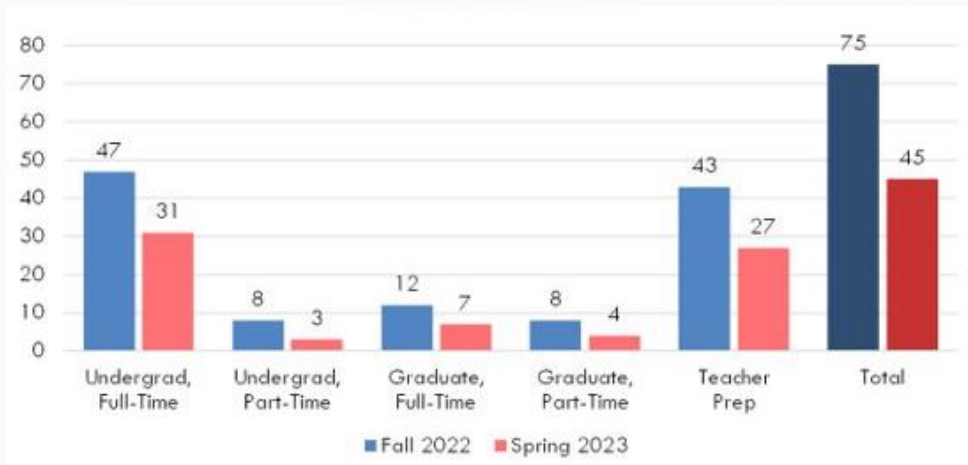


Figure 3. College Enrolled Tutor Status



Figure 1. Age distribution of Tutors

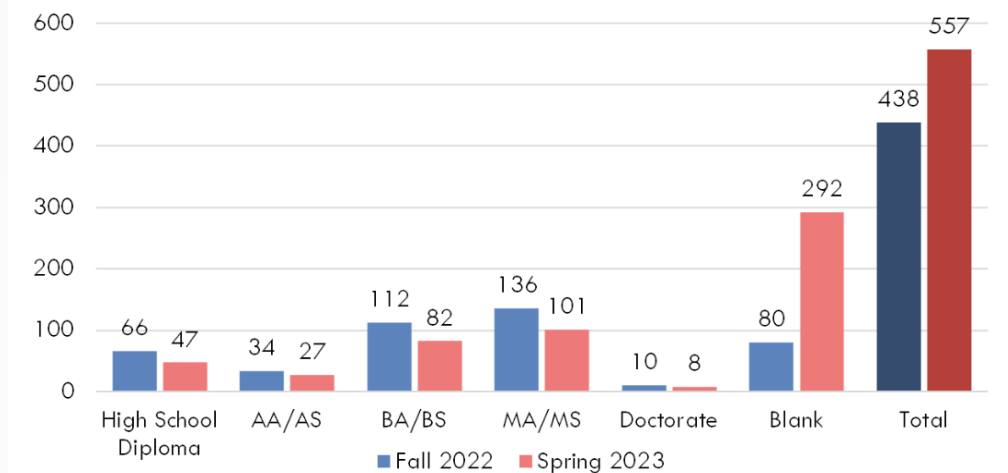


Figure 2. Degree distribution of Tutors

Core Training



What is High-Impact Tutoring?

- Five evidence-based characteristics of High Impact Tutoring
- Six effective techniques of working with students
- Plan for effective tutoring

Culturally Relevant Tutoring

- Culturally responsive tutoring
- Assets based perspectives
- Funds of Knowledge

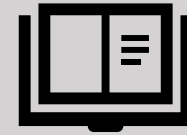
Engaging all learners

- Zone for proximal development
- Universal design for learning
- Accessibility

Content Training

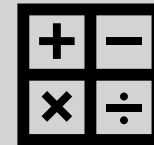
Reading

- Phonemic awareness
- Phonics
- Vocabulary
- Comprehension



Math

- Number sense
- Grade level specific math concepts
- Algebra
- Geometry



Fidelity Training Manual

- **Fidelity training**
 - Supervisors
 - Tutors
- **Training components**
 - Fidelity training manual
 - Video training
 - In-person training



Training Manual

- 7 Key components
- Definition of each component
- Examples of each component



Video training on Fidelity Checklist



Fidelity Checklist

Wed Feb 01, 2023

I demonstrated relationship building.

No Yes ✓

I demonstrated relationship building by (select all that apply - you must select one)

providing honest
feedback ✓

expressing
empathy ✓

positive
communication ✓

I reviewed the previous session.

No ✓ Yes

I introduced the topic of the session.

No Yes ✓

I set learning goals.

No ✓ Yes

I used explicit instruction.

No ✓ Yes

I used guided practice during the session.

No Yes ✓

I used guided practice during the session by (select all that apply - you must select one)

providing
relevant new
tasks ✓

prompting
students as
needed ✓

providing explanations if
students asked questions

I used deliberate practice during the session.

No Yes ✓

I used deliberate practice during the session through (select all that apply - you must select one)

provided study
materials ✓

observed the
student practice ✓

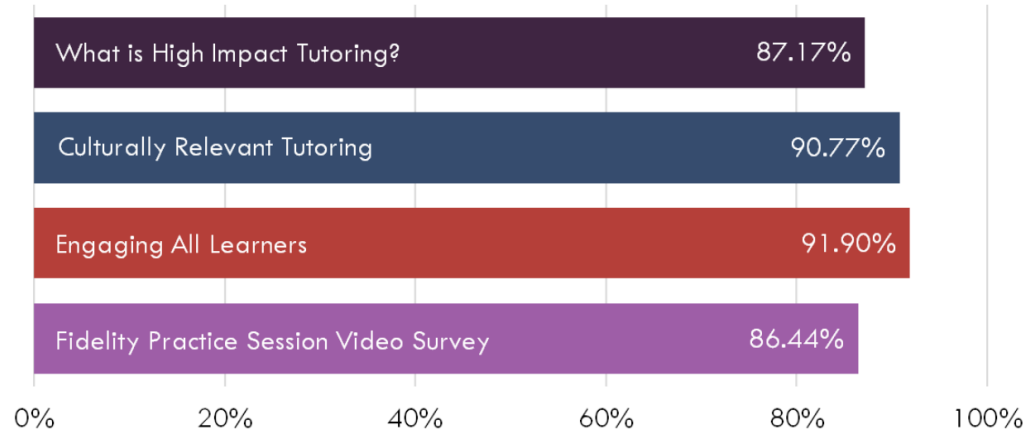
provided prompts or
demonstrations as needed ✓

I checked for student understanding during the session.

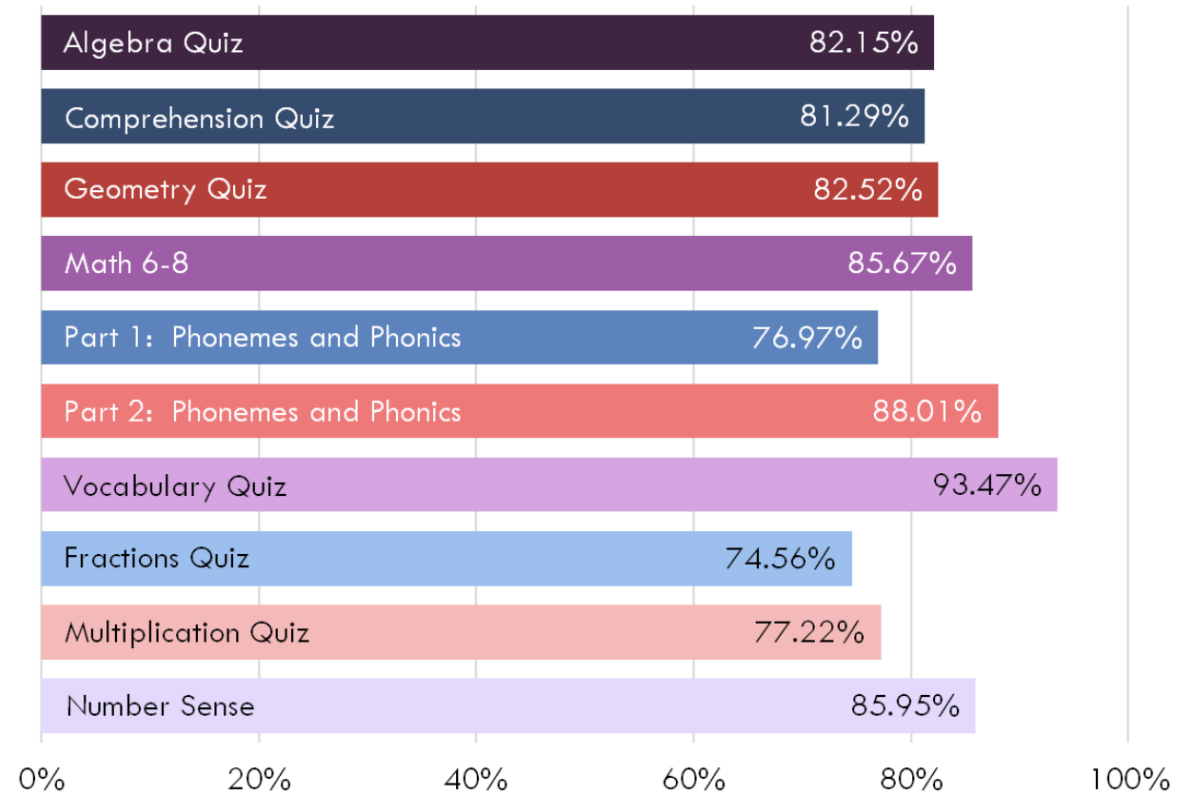
No ✓ Yes

Tutors' Average Scores on Tutor Training

Core Training Modules



Content Modules (Math)



Tutor Fidelity

Table. *Self-Reported vs. Observed Fidelity of Tutoring Session*

| Aspect of Tutoring Session | Fall 2022 | | Spring 2023 | | |
|--|--------------------------|---------------------|---------------------------------|--------------------------------|---------------------|
| | Self-Report (N=6,973) | Observed (N=132) | Self-Report | | Observed (N=619) |
| | | | through 1/29/23 (N=2,693) | after 1/30/23 (N=21,270) | |
| Relationship Building | | | | 99.69% | 98.06% |
| positive communication | 75.98% | 90.91% | 78.95% | 79.92% | 88.53% |
| expressing empathy | 44.77% | 59.09% | 50.20% | 57.44% | 47.66% |
| providing honest feedback | 59.46% | 78.03% | 63.57% | 72.56% | 74.64% |
| another method | 11.14% | 2.27% | 9.32% | | |
| Relationship Building | | | | 99.69% | 98.06% |
| Reviewed the previous session | 82.36% | 83.33% | 80.84% | 88.04% | 83.52% |
| Introduced topic or focus | 67.32% | 85.61% | 68.77% | 95.75% | 95.32% |
| set learning goals | 57.77% | 57.58% | 62.76% | 92.36% | 77.87% |
| another method | 12.53% | 3.03% | 11.66% | | |
| Used explicit instruction | 88.57% | 87.12% | 90.01% | 93.59% | 87.08% |
| Used Guided Practices | | | | 96.74% | 97.09% |
| providing relevant new tasks | 43.77% | 62.88% | 48.94% | 61.19% | 60.42% |
| prompting students as needed | 70.07% | 93.18% | 73.56% | 75.93% | 88.53% |
| providing explanations if students ask questions | 64.75% | 79.55% | 66.80% | 66.26% | 71.57% |
| another method | 8.19% | 0% | 7.54% | | |
| Used Deliberate Practices | | | | 96.38% | 90.63% |
| providing study material | 35.80% | 59.09% | 42.11% | 55.52% | 54.77% |
| observing the student practice | 65.62% | 84.09% | 68.55% | 75.03% | 80.45% |
| providing prompts or demonstrations as needed | 69.11% | 85.61% | 71.11% | 69.56% | 65.75% |
| another method | 6.74% | 1.52% | 6.83% | | |
| Checked for student understanding | 96.19% | 91.67% | 96.92% | 98.75% | 94.83% |

Tutor Session Feedback

| Question | Fall 2022 (N=13,787) | | Spring 2023 (N=49,697) | |
|---|-------------------------|---------------|---------------------------|---------------|
| | Percent* | Average Score | Percent* | Average Score |
| How engaged was the student this session? | 87.39% | 4.34 | 90.10% | 4.43 |
| How much did you enjoy this session? | 91.06% | 4.41 | 92.53% | 4.49 |
| How much do you think the student learned this session? | 77.75% | 4.09 | 81.76% | 4.21 |
| Overall, how did this tutoring session go? | 89.59% | 4.38 | 91.76% | 4.46 |

**Percentage of surveys with positive response (4 or 5 on a 5-point Likert scale).
Likert scale = 1-5 with scales differing by question*

| | Engagement | Enjoyment | Learning | Overall |
|---|--------------------|-----------------------------|---------------------|-----------------|
| 1 | Not engaged at all | Did not enjoy at all | Almost nothing | Not well at all |
| 2 | A little engaged | Enjoyed a little bit | A little bit | Slightly well |
| 3 | Somewhat engaged | Enjoyed somewhat | Some | Somewhat well |
| 4 | Quite engaged | Enjoyed quite a bit | Quite a bit | Quite well |
| 5 | Extremely engaged | Enjoyed a tremendous amount | A tremendous amount | Extremely well |



Stakeholders' perceptions of tutor training

Tutor Self-Efficacy

Tutor Satisfaction Survey

Tutor session feedback

Tutor Self-Efficacy

**Likert scale = 1-5 with 1=Nothing, 2=Very Little, 3=Some influence, 4=Quite a bit, and 5=A great deal*

| <i><u>Survey Instructions:</u> Please indicate your opinion about each of the statements below.</i> | Start of Spring 2023 Semester (N=434) | End of Spring 2023 Semester (N=515) |
|--|--|--|
| How much can you do to get through to the most difficult students? | 4.01 | 4.06 |
| How much can you do to help your students think critically? | 4.08 | 4.18 |
| How much can you do to motivate students who show low interest in schoolwork? | 3.99 | 4.06 |
| How well can you get students to believe they can do well in schoolwork? | 4.24 | 4.29 |
| How well can you respond to difficult questions for your students? | 4.25 | 4.37 |
| How much can you do to help your students value learning? | 4.14 | 4.17 |
| How much can you gauge student comprehension of what you have taught? | 4.31 | 4.40 |
| To what extent can you craft good questions for your students? | 4.28 | 4.36 |
| How much can you do to foster student creativity? | 4.10 | 4.19 |
| How much can you do to improve the understanding of a student who is failing? | 4.00 | 4.09 |
| How much can you do to adjust your lessons to the proper level for individual students? | 4.37 | 4.47 |
| How much can you use a variety of informal assessment strategies? | 4.22 | 4.28 |
| To what extent can you provide an alternative explanation or an example when your students are confused? | 4.41 | 4.45 |
| How much can you assist families in helping their children to do well in school? | 3.52 | 3.63 |
| How well can you implement alternative strategies in your classroom? | 4.16 | 4.26 |
| How well can you provide appropriate challenges for very capable students? | 4.23 | 4.41 |

Focus Group Feedback

What's going well?


- Some of our tutors were seeing some confidence that were happening during the school day. Like they were seeing kids in the hallway because they were pulling kids from class, and they were getting interaction on their teachers.
- The best part that I have enjoyed is the relationship building.
- we really got to know each other

What are some of the challenges?

- Navigating multiple systems
- Confusion with scheduling in the online platform

Future Directions

- Iterative development
 - Reviewing all data for strengths and weakness
 - Linking to MTSS frameworks
 - Linking to state policy
 - Teacher candidate incentives for tutors
- Lesson study
 - Preparing tutors on how to see student growth
 - Providing a space for tutors to interact

The background is a dark teal color. It features several large, dark grey question marks scattered across the upper left and center. On the right side, there are three glowing yellow lightbulbs with radiating lines, suggesting ideas or inspiration. At the bottom, two hands in black sleeves are shown, palms up, holding a glowing yellow lightbulb between them.

Questions?
Comments?
Ideas?

<https://illinoistutoringinitiative.org>