Part 2 - Train the Trainer: Effective and Evidence-Based Practices for Tutoring Students

Welcome

Panel
Dr. Julie Baisden (FCRR)
Dr. Jennifer Gans (FCRR)
Dr. Laurie Lee (FCRR)
Mr. Nathan Archer (Media-FCRR)
Mrs. Randi Shiver (FDOE)
Mrs. Lindsey Brown (FDOE)
Mrs. Monica Reeves (FDOE)

FLORIDA CENTER *for*
READING RESEARCH

Train the Trainer:
Effective and Evidence-Based Practice
for Tutoring Students

Norms For Our Webinar

During the presentation, questions can be asked Co-presenters will try to answer in real-time.

The webinar will be recorded for later use.

Keep a positive mindset.

Part 2- Overview and Objectives for Tutors

- **Tutors** will understand their role.
- **Tutors** will understand how children become readers.
- **Tutors** will understand effective practices for tutoring.
- **Tutors** will know where to find resources.

Program Selection and Materials

Tutors will need materials provided to them.

Set aside time to train tutors on the program that is implemented.

The Student Center Activities can serve as additional support materials for tutors.

https://www.fcrr.org/student-center-activities

What is a Tutor?

- A tutor is a person that provides extra help to students. Tutoring provides students with the opportunity to receive additional support.

- Tutors play a vital role in schools and classrooms.

The Tutor's Role

- Sessions can occur either online or in person, with the goal being in person.
- The most effective grouping is when a tutor can meet 1:1, however, groups up to 4 students are also effective.
- As a tutor, it is important to collaborate with the teacher to learn about the students and what works best.
- Understanding how a student is progressing is a vital part of tutoring and instruction.
- Informal Assessments can be used to gauge the effectiveness of instruction or a lesson.

Important Key Factors with Tutoring

U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2021). ED COVID-19 handbook, Volume 2: Roadmap to reopening safely and meeting all students' needs. Washington, DC.

This report is available on the Department's website at https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Students should meet with their tutor at least 3 times per week.	Tutors should be well trained and supported.	Informal assessments should be used to monitor growth.
Curriculum should be aligned with classroom content and BEST standards.	In-person tutoring is the goal; however, online is effective as well.	Group Size should be 1:1 ideally, but groups up to 4 students are also effective.
Relationships need to be fostered to create a positive student-tutor relationship.	Scheduling sessions during the school day results in greater learning gains than after school.	Target students who are below district expectations.

What does it mean to be a Tutor?
The Power of Literacy

- Literacy Matters!
- Be the person that helps a child learn to READ!

Write down your thoughts in the Participant Guide.

TOGETHER WE CAN DO GREAT THINGS

Reading Content Knowledge

Defining Foundational Literacy Terms

- Research has shown that a student's skills in phonological awareness is a good predictor of later reading success or difficulty.

- Phonemic awareness is the ability to identify and manipulate individual sounds (phonemes) in spoken words.

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https://www.readingrockets.org/reading-topics/phonological-and-phonemic-awareness
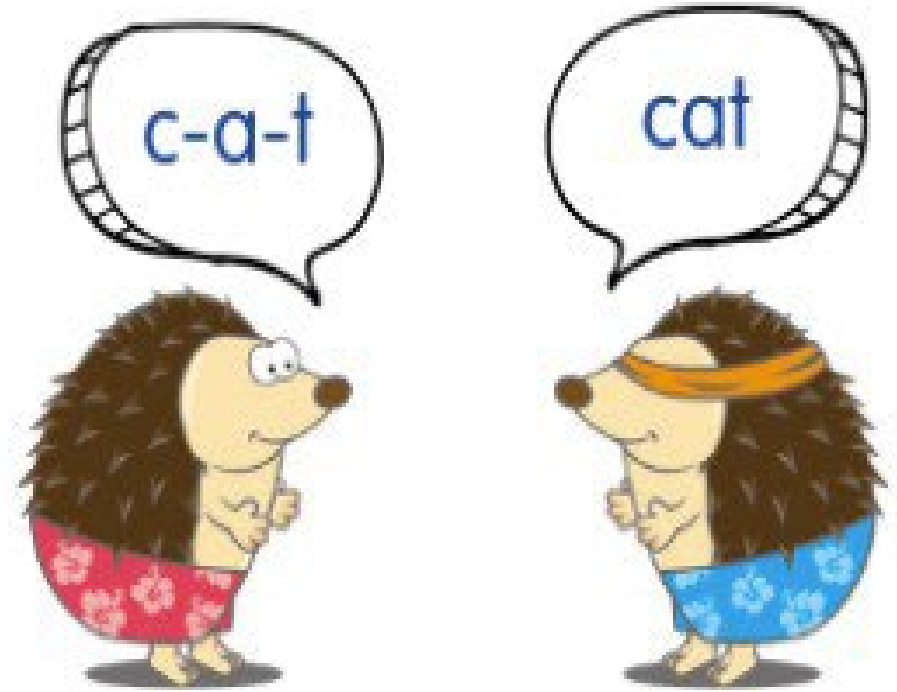
Defining Foundational Literacy Terms

Phonics instruction teaches the relationships between the letters of written language and the sounds of spoken language.

Defining Foundational Literacy Terms

■ Fluency is the ability to read with automaticity, accuracy, and proper expression.

■ Tutors should use read-alouds, recorded books, peer reading, and discussions to model the elements of expression, intonation, phrasing, and rate.

What is Reading?

Reading is a complex and active process that involves word recognition, fluency, and comprehension. The reader must learn how to integrate these skills to form meaning from the text.

Reading is...

Making meaning from print

Identifying the words in print: this skill is referred to as decoding and word recognition

Constructing understanding and meaning from words in print: this is the ability to comprehend

Reading with automaticity and accuracy: this is referred to as reading fluency

A skill that must be taught

The Simple View of Reading (Gough & Tunmer, 1986)

While reading is a complex skill for students to learn,

The Simple View of Reading simplifies that process into the following components:

decoding which is word recognition and

the ability to read words and language comprehension: together form reading comprehension.

The Simple View Explained

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Discussion Question

With the facilitator, write down a summary of the Simple View of Reading and what skills students need to be able to read.
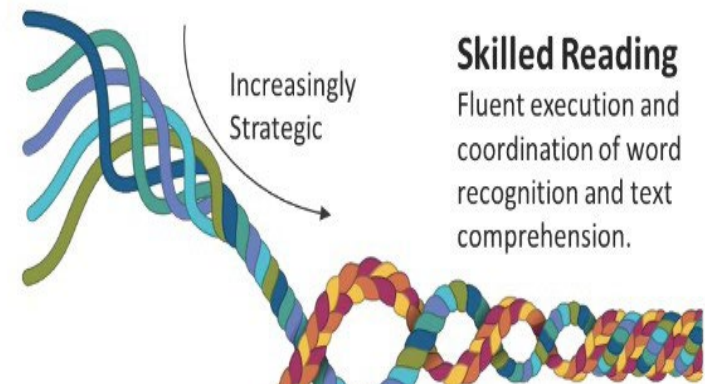
Scarborough's Reading Rope

Scarborough's Reading Rope expands on the Simple View of Reading by showing what comprises language comprehension and word recognition.

Video Link

Language Comprehension
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy.* NY: Guilford Press.

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Word Recognition

Begins with understanding concepts of print, phonological awareness (building to phonemic awareness).

Children then apply the alphabetic principle and move from beginning decoding to more advanced decoding.

Children become increasingly fluent in their ability to read words and connect text.

Word Recognition

Mapping sounds to letters and blending those sounds to form words (i.e., alphabetic principle).

Opportunities to practice decoding builds knowledge of letter sound patterns in words increasing accuracy and fluency.

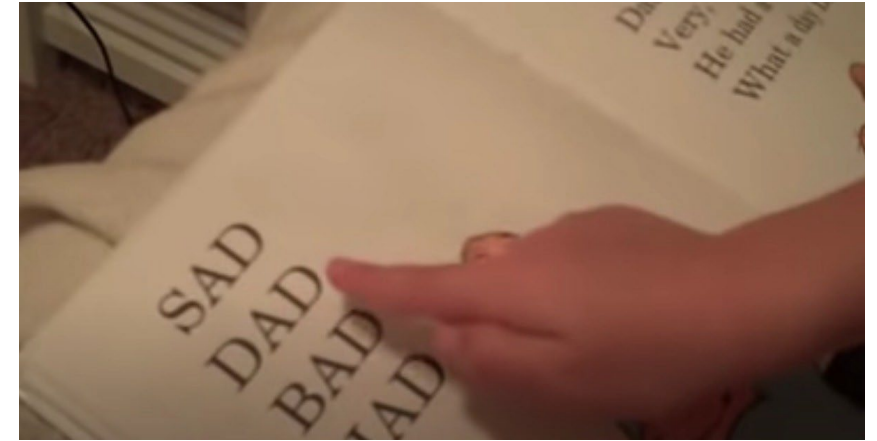Over time, children become less reliant on phonetic decoding.

These skills are influenced by:

| Phonology (speech sounds) | Orthography (print symbols or letters) | Semantics (word meanings) |

Video 5: Learning to Read

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Students Learn Through...

Explicit Instruction

Scaffolding

Corrective Feedback

Active Participation

Differentiated Instruction

Explicit Instruction

Utilizing Explicit Instruction

Watch "Utilizing Explicit Instruction" by Anita Archer to learn more.

Explicit Instruction in Action

As you watch **Video 2,** think about Anita Archer's explanation of Explicit Instruction.

Discussion Questions

With the facilitator, discuss the following questions:

What are some elements of explicit instruction?

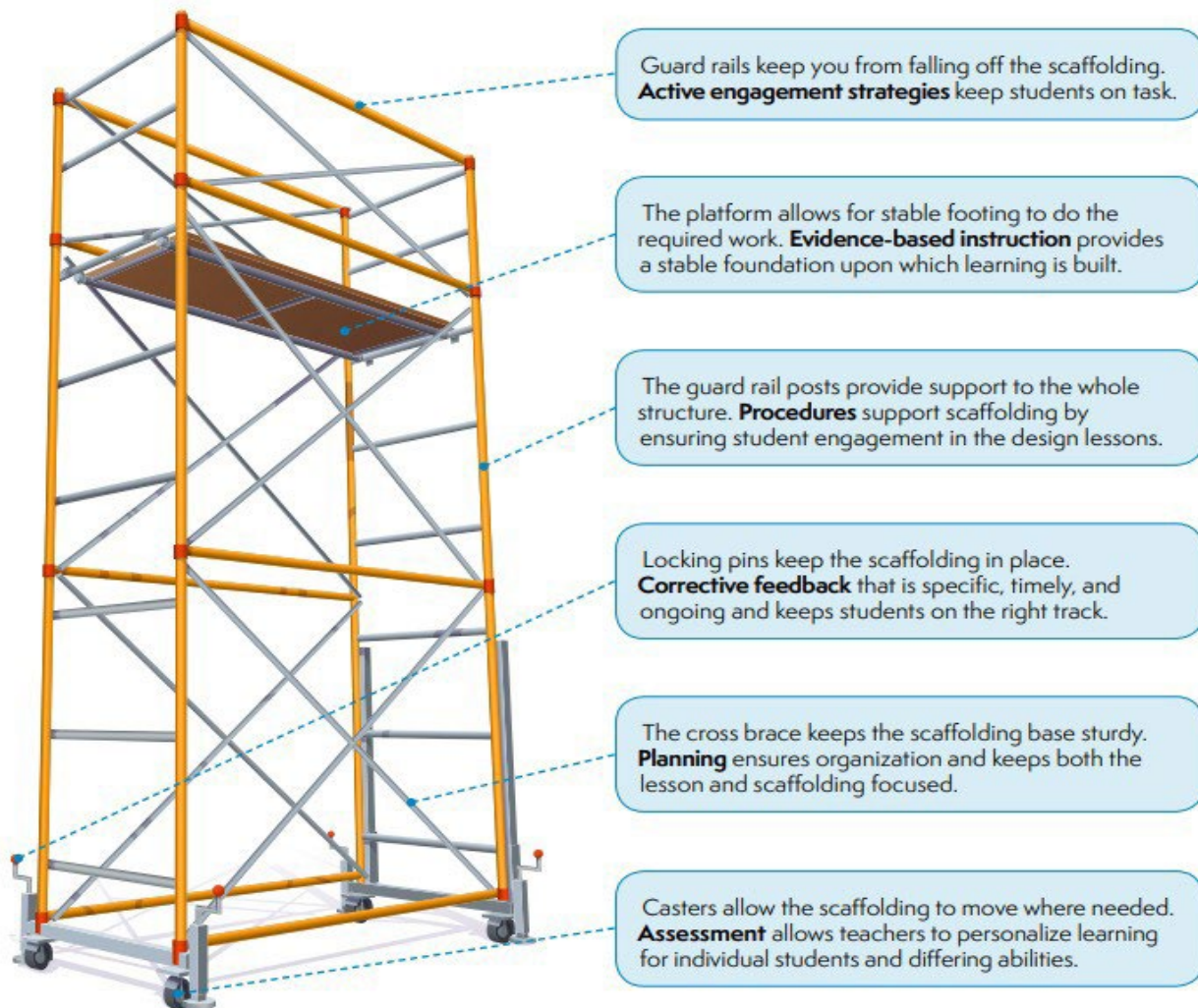Who benefits from explicit instruction?

Scaffolding

Refers to the support that is given to students for them to arrive at the correct answer. This support may occur as immediate, specific feedback that a teacher offers during student practice.

Scaffolding

Temporary devices and procedures used by teachers to support students as they learn strategies

Guard rails keep you from falling off the scaffolding. **Active engagement strategies** keep students on task.

The platform allows for stable footing to do the required work. **Evidence-based instruction** provides a stable foundation upon which learning is built.

The guard rail posts provide support to the whole structure. **Procedures** support scaffolding by ensuring student engagement in the design lessons.

Locking pins keep the scaffolding in place. **Corrective feedback** that is specific, timely, and ongoing and keeps students on the right track.

The cross brace keeps the scaffolding base sturdy. **Planning** ensures organization and keeps both the lesson and scaffolding focused.

Casters allow the scaffolding to move where needed. **Assessment** allows teachers to personalize learning for individual students and differing abilities.

https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf

Scaffolded Instruction

Gradual Release of Responsibility

- "I do - We do - You do"
- Explicit Instruction and Modeling
- Guided Practice
- Independent Practice
- Application

Corrective Feedback

Clearly communicated, timely, and developmentally appropriate information.

Feedback aligned to learning goals that specifically address the learners' errors.

Teaches students how to avoid mistakes when they see the content again.

Reading expert Linda Farrell on positive error correction - YouTube

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Active Participation

"Active participation forces the teacher and student in the learning process to spend proportionally more time and activity doing something that requires thinking, responding, and verifying what the learner does or does not know. Therefore, immediate adjustments can be made by the teacher for the student's benefit." (Pratton & Hales, 1986, p. 214)

Active Participation

As we view **Active Participation**, write down what the teacher does to encourage students to participate in the lesson.
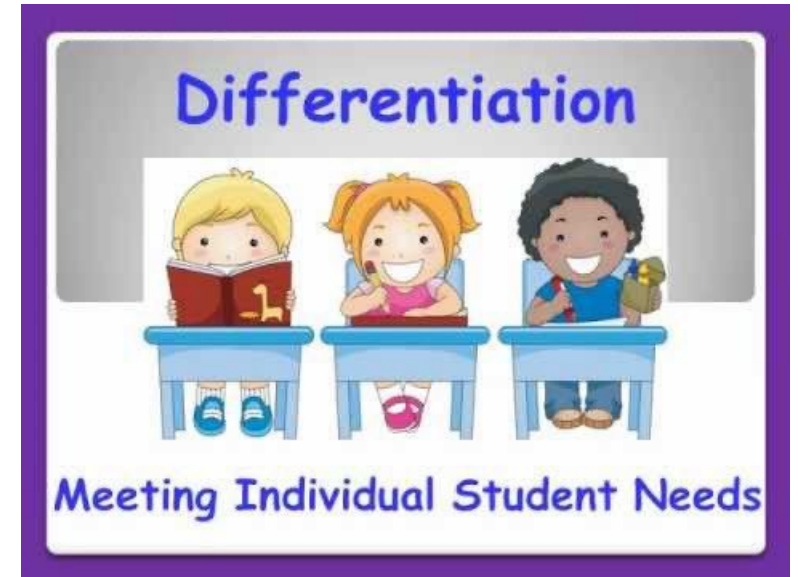
Discussion Question

With the facilitator, discuss the following:

What strategies could you use as a tutor to help students engage in the lesson?

Differentiated Instruction

Differentiated instruction is adapting instruction in response to the academic skills and needs of the student to improve their knowledge and skills.

Resources and Materials

- **FCRR Student Activities**

- **UFLI Virtual Teaching Hub – UF Literacy Institute**

- **Supporting Your Child's Reading at Home (ed.gov)**
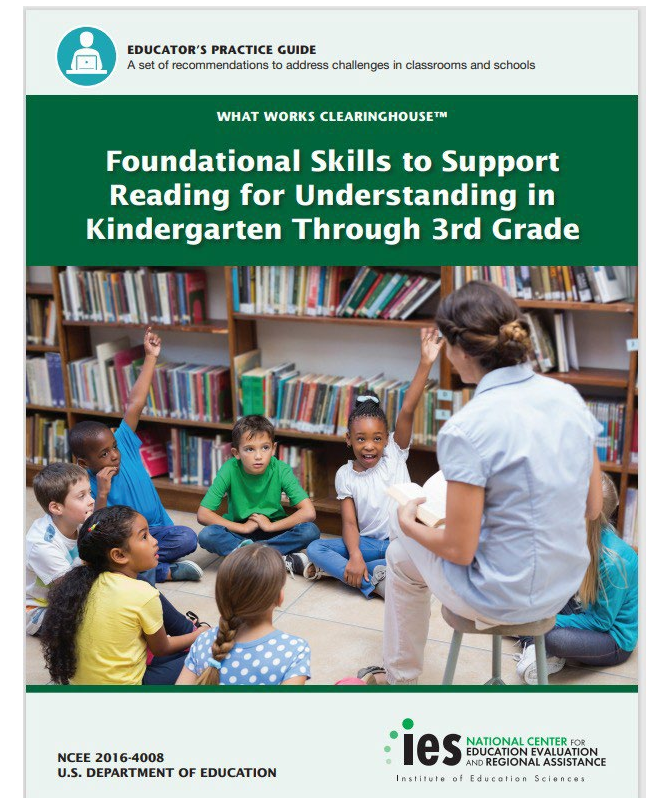
FCRR Student Center Activities

- The student center activities are designed for students to practice, demonstrate, and extend their learning of what has already been taught, sometimes with teacher assistance and sometimes independently.

- Students can complete the activities in small groups, pairs, or individually.

- FCRR Student Center Activities | Florida Center for Reading Research

- FCRR Student Center Activities Aligned to Florida's B.E.S.T. Standards: English Language Arts | Florida Center for Reading Research
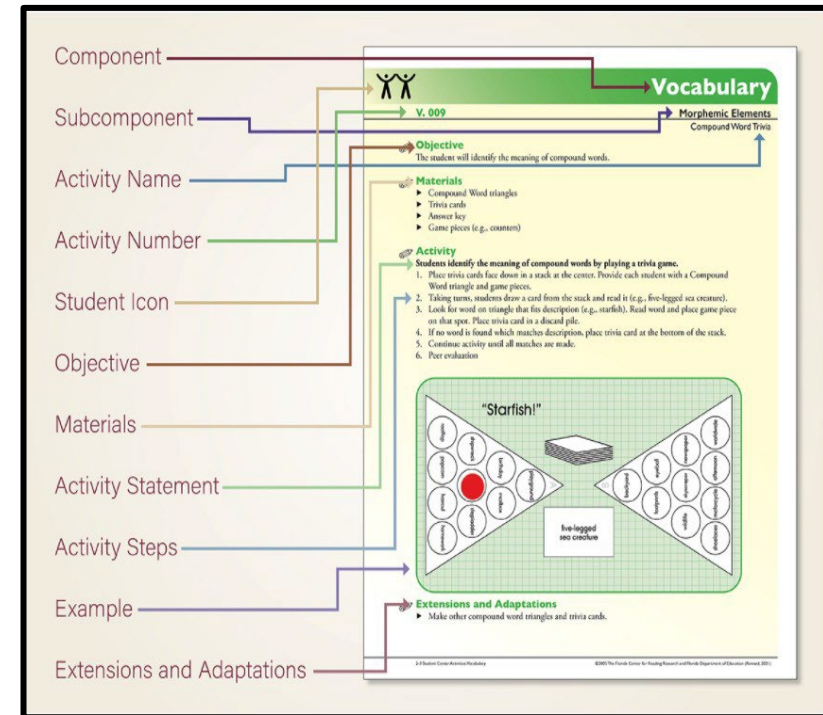
The Institute of Education Sciences

1. Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge.

2. Develop awareness of the segments of sound in speech and how they link to letters.

3. Teach students to decode words, analyze word parts, and write and recognize words.

4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

EDUCATOR'S PRACTICE GUIDE
A set of recommendations to address challenges in classrooms and schools

WHAT WORKS CLEARINGHOUSE™

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

NCEE 2016-4008
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences

Discussion Question

Discuss with your facilitator how you can help a student who needs additional support in reading.

Resources for Tutoring

The district or site will determine what program you will be tutoring from; however, the slides provided additional resources that can help make a tutoring session more engaging for students.

You Have Completed the Tutor Training

Questions/Answers