

## CHILD TUTORS™

The premise behind CHILD TUTORS™ is that students want desperately to catch up and oftentimes simply require a structured pathway to become successful. By engaging students in a research-based, three –tiered approach to instruction, students ultimately will be successful learners. Our program is based primarily upon increased student engagement in the learning process. This engagement process includes planning, tracking goals and measurements of success. Students are more motivated to a greater effort by the prospect of assessments based on individual achievement.

Students are also constructing and enhancing many of the “soft” skills such as leadership building, self-monitoring, self-assessment and accountability that are so critical to 21<sup>st</sup> century learning.

All the materials used in the program are correlated with the Common Core Standards which provide the deeper knowledge and understanding of content needed by today’s students. The station activities and leveled reading materials focus on real life applications and learning through the content areas of science and social studies.

- 1. Goal Setting:** Students’ present level is assessed using the Terra Nova test. These results from the TerraNova Basic Battery, along with the most-recent District administered standardized test, classroom teacher and parent/guardian input will be used to identify skill gaps and formulate the initial student achievement plan. When learners tie their learning goals with specific assignments, motivation is high and they believe they can be more successful. (Marzano, Webinar: Designing and Teaching Learning Goals and Objectives, 2011). Students will set standards-based goals and self-assess regularly in the Passport, providing feedback for parents as well. Students have a specific pathway with an *Individualized Learning Plan (ILP)* to become successful and master the skills needed.
- 2. Accountability:** Students in CHILD TUTORS are accountable for their own learning using a variety of instructional formats- individualized and small group. At dynamic learning stations students keep a personal record of their work and are held accountable with an individual record book called a Passport. When students are taught strategies for goal setting and record keeping they take more responsibility for their own learning. The locus of control shifts from the teacher to the student, producing those 21<sup>st</sup> century skills so necessary for career and college readiness.
- 3. Intensive Personalized Instruction:** Intensive one- on- one tutoring takes place at a Teacher Station where students receive instruction on their level, based on the results of the Terra Nova pre-assessment and the ILP. The Common Core Standards are targeted and taught individually and in small groups. Students also work at cooperative, small group stations where they work on hands-on, differentiated and challenging activities. Peer support and collaboration is built in. Assessments are individualized and frequent providing the requisite feedback necessary for success.

**Rigorous Dynamic Learning Stations:** Tutors will provide three *Learning Stations* for students to practice targeted skills and standards. These stations will be differentiated and motivating! Too often failing students are given more of the same text-based materials when what they really need is more hands-on, dynamic learning opportunities. Students know what to do at the stations through tutor and peer

modeling, work examples, self-checking materials and management tools like the *Task Cards* which provide directions and instructions so students can work independently. Self-reflection is part of the learning process and time away from the tutor is productive!

**Teacher Station:** Time is spent with the tutor either in one-on-one tutoring or in small groups targeting specific skills, re-teaching and guided instruction with leveled readers. Students set goals with the tutor based on the data from the Terra Nova pre-assessment and the Common Core Standards targeted. Learning checks and data collection are also an integral part of the time with the tutor. Tutors check students' goals and assignments and together formulate appropriate next steps, assignments and activities.

**Challenge Station:** Active, hands-on activities in a game format are provided at the Challenge Station. Students are motivated to work collaboratively and learn leadership skills at the same time. By working with peers and developing self-monitoring and accountability skills, students become more self-confident. 21<sup>st</sup> century skills of working effectively in a team are practiced and refined. Decision making is refined and critical to success. Students are challenged with Common Core Standards to go beyond skill mastery to demonstrate higher order thinking skills and creativity by applying the knowledge to practical applications.

**Technology Station:** Oftentimes, many students are not given opportunities to use technology as a tool in the classroom but are strictly passive observers. Technology provides individualized and targeted instruction in a highly motivational 21<sup>st</sup> century learning mode of instruction. Schools must provide opportunities for all students to become proficient technology users. Students in CHILD Tutors work at their own level using motivating programs or applications based on their goals and ILP. Data collection becomes an on-going process for meeting goals and mastery of skills.

CHILD TUTORS' essential components and domains are aligned with JCBOE's instructional priorities for 2013-2014: Common Core Alignment and Implementation, Instructional Innovation, Effective Use of Data and Collaborative Environments. CHILD TUTORS also enables the development of a calm and orderly classroom environment where instruction and on-task times are maximized. Communication with parents regarding student's academic progress is facilitated through the use of Passports® (work logs where students record daily learning objectives and reflect on their learning and which are sent home to parents every two weeks accompanied by letters and evaluations from the tutors).

Using the CHILD TUTORS model, each tutoring session will be designed to maximize learning for students, based on the research on time on task, collaborative learning, motivation, student accountability, and learning styles. Sessions will also be technology-infused and provide for real differentiated learning of 21<sup>st</sup> century skills. Technology becomes a tool for real life learning which motivates students to be active engaged learners.

Major design elements of CHILD TUTORS in both Reading/Language Arts and Mathematics are informed by current research and include the five components of reading as identified under NCLB, as well as NCTM Standards. IEP's academic enrichment program offers direct and guided language arts and

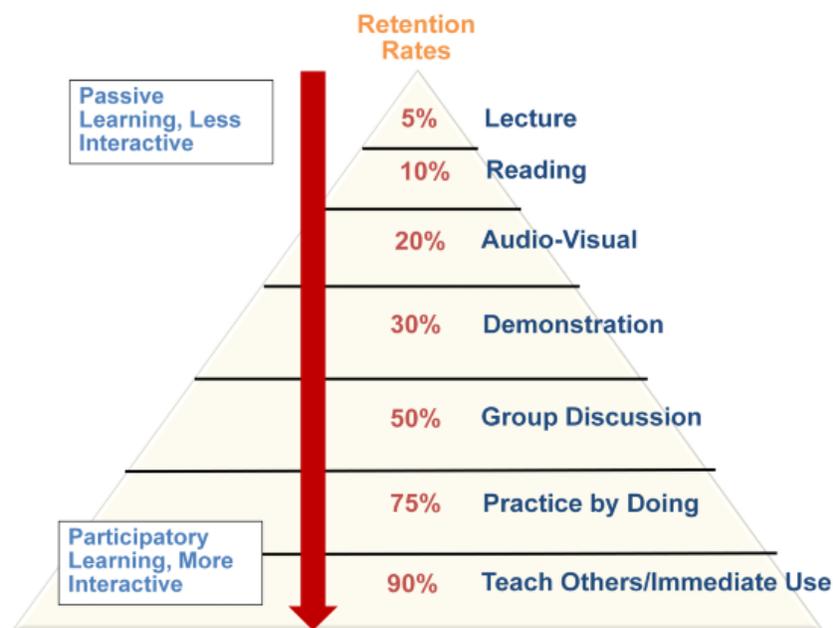
mathematics instruction in a non-threatening environment with State-certified teachers who have been trained in scientifically rooted pedagogy. Tutor training will be planned to focus on the core tenets of CHILD®, which is the intentional teaching of effective classroom management strategies necessary for true differentiation in small group learning environments. Without a structured system, teachers are unable to provide an extended time for independent student learning. Teachers who can effectively manage small group instruction are able to provide more in-depth teaching, such as guided reading, simultaneously.

High expectations for students' performance, a professionally developed staff, a rigorous system of accountability and a result-oriented work ethic define our program model.

During the tutoring session, tutors will use a balance of teaching methodologies- whole group, small group stations, and on-on-one tutoring. During small group station time, students work at differentiated learning stations with a balance of technology, text, and hands-on manipulatives and educational games. Teachers work with individual students at a Teacher Station while the rest of the group is fully engaged in assignments targeting their needs.

Research on intrinsic motivation theory and goal setting states that **students who are actively involved in their own learning are more motivated and assume more responsibility for their own learning.** Students trained in using the CHILD TUTORS® model become more responsible and accountable for their work which translates to higher academic achievement. CHILD TUTORS motivates students to become part of a participatory learning environment which enables much higher retention rates than the traditional passive learning, less participatory tutoring models.

Learning Retention Rates by Type of Teaching



Source: Adapted from The World Bank and the National Training Laboratories, Bethel, Maine

Students will also be trained to become responsible for tracking their own learning using several tools: CHILD® Passport, self- assessment Common Core checklists, etc.

Each tutoring classroom will be outfitted with three learning stations to facilitate deeper content learning. Technology, Challenge and Teacher Stations provide diversity and differentiation for students. Tools are provided to direct students and allow for independent movement from station to station.

The model provides station activities and materials in both a hard-copy format and in an on-line digital format. These resources are not meant to supplant but rather supplement the district curriculum to extend learning into stations where students work independently and/or cooperatively to complete Common Core standards-based tasks. Activities are designed to allow for independent practice with rigor and relevant activities, allowing time for the tutor to also meet with individual students as needed.

The learning station activities intensify instruction and infuse technology. Station activities are designed to coordinate across grade levels, so students can work at the appropriate level no matter what their homeroom grade. All the station activities provided are based on Common Core Standards and many are provided online as part of the Project CHILD® classroom materials.

The implementation training also provides tutors opportunities to become more adept at planning and designing powerful instruction for students. Teachers become more focused on the Common Core standards in ELA/Literacy and Math, allowing them to gain a deeper understanding of content than before. Consultants, who are themselves content specialists, will work closely with tutors to facilitate effective instructional practices.

### [Details and Methods](#)

Innovative Educational Program's (IEP's) program uses a scientifically based curriculum model that offers effective instruction in reading/language arts and mathematics. Our direct instructional program and curriculum focus on teaching one skill per lesson. The teacher models a particular skill for the students and then observes students practicing that skill on materials provided. Due to the **small group size (1:10)**, the teacher can assist students during this practice period, giving attention and help where needed. Students are engaged in activities that improve skills and move students beyond remediation.

The goals of this program will be to increase proficiency in the areas identified by 1.2 to 2.5 years of gain over the term of the program. We will also measure program effectiveness by administering a classroom teacher and Principal survey to judge the value of our services. Last but not least, we will also collect a parent survey to determine the value of our services.

The grades that we will serve will be Grades Kindergarten through 12<sup>th</sup>. All services will be offered on District property (on school premises in an area approved by the Principal). The tutoring services will take place, as agreed upon and deemed as necessary by the Principal, **before, during, or after school hours during the school year, or during week ends, holidays, school breaks and / or summer**. The program will be offered in one or two-60 minute blocks during the before and after school scenario. During holidays, school breaks and summer, we can offer longer service blocks up to three consecutive hours per

day. We will always accommodate individual school’s schedule. *We understand that we may have to pay extended use fees, as well as security and permit fees.*

Students will be served in groups of 7 to maximum 10. Below, you will find a sample one week schedule.

<b>School X:</b>	<b>Before school</b>	<b>After-school</b>
Tuesday	Group A: 7:30 – 8:30 a.m. Group B: 7:30 – 8:30 a.m.	Group C: 3:00 – 5:00 Group D: 3:00 -5:00
Wednesday	Group A: 7:30 – 8:30 a.m. Group B: 7:30 – 8:30 a.m.	Group C: 3:00 – 5:00 Group D: 3:00 -5:00
Thursday	Group A: 7:30 – 8:30 a.m. Group B: 7:30 – 8:30 a.m.	Group C: 3:00 – 5:00 Group D: 3:00 -5:00

In order to establish a baseline, the students involved in the program will begin by taking the Terra Nova test. The results of this test will not only provide a diagnosis of the student’s skill levels, it will act as the baseline for a portion of our assessment procedure which will be described in 4.3.5. In addition to the Terra Nova test, our students will take the Dunn and Dunn learning styles inventory. This will determine how best to approach the student’s deficiencies. (Dunn R. 2000 National Forum of Applied Educational Research Journal 13, (1), 3-22) Although these tests will help in our determining the students’ needs, the most important element in creating the student’s Individual Learning Plan (ILP) will be our communication with the classroom teachers. This communication will be in the form of a teacher input form, as well as through direct verbal communication with the teacher. The ILP will change as the student meets specific goals.

The CTB/ McGraw-Hill TerraNova Basic Battery is administered to all students at the start of our program to provide a baseline measurement of each student’s present skills and knowledge. Results gathered from this pre-test will provide detailed diagnostic information. It generates norm-referenced achievement scores, a full complement of criterion referenced objective mastery scores, and performance-level information. Test performance objectives are directly related to our curriculum’s concepts and skills. These results from the TerraNova Basic Battery, along with the most-recent District administered standardized test, classroom teacher and parent/guardian input will be used to identify skill gaps and formulate the initial student achievement plan. From this information, and in alignment with the New Jersey Common Core State Curriculum/Standards, learning goals are written and reviewed with the parent/guardian and the school.

Our program’s goals include providing students with academic enrichment, while focusing on critical 21<sup>st</sup> century competiveness skills, such as collaboration, innovation, creativity, communication and data analysis.

IEP will provide services at the student's home school. An IEP employee will supervise each school site. Each school site will have a lead teacher assigned; this teacher will not have a class assignment, and will provide professional staff development and support to the tutors. IEP will tutor students in Grades K – 12. **Tutoring will take place three to four days per week. Each daily session will be one hour in length. Subjects will include reading/language arts and mathematics. Limited English Proficient (LEP) and Special Education Students will be accommodated.**

## Aspects of the Program

### Materials

CHILD TUTORS' reading/language arts and mathematics curriculum consists of the Scott Foresman Content Area Leveled Readers, Early Reading Intervention, Prentice Hall Literacy programs, Math Around the Clock, Prentice Hall Mathematics and the AMP Reading and Math Systems, all research-based programs, aligned to the New Jersey Common Core State Standards. Our curriculum is focused on the basic skills that students need in order to achieve academically and perform on grade level. As a result, students are instructed through lessons, which contain the basics in reading, writing and mathematics skills. All curriculum materials and student supplies are provided by IEP. The costs of these materials are included in the ***Service Fee Schedule***.

The reading/language arts curriculum allows students ample opportunities to make connections between reading and writing, opportunities for listening and speaking, for problem solving, working in teams, and for communicating. All of these are components of the NJDOE Curriculum for English Language Arts/Reading. The mathematics curriculum is aligned with NCTM's ten recommended standards. As such, we work with the students on basic Number Sense and Operations, Algebra, Geometry, Measurement, Data Analysis & Probability, Problem Solving, Reasoning & Proof, Communication, Connections, and Representation.

Because of the individualized nature of this program, we will use various materials to match the particular learning style of the student. However, there are some basic materials that we will utilize during the operation of this program. Those materials are the Scott Foresman Leveled Readers and Scott Foresman: Math Around the Clock for elementary and middle schools, and the AMP Reading and Math Systems for high school.

For the Technology Station, we will provide applications and technology-driven activities such as interactive CD-ROMs. For the hands-on activities at the Challenge Station, we will provide CCSS-aligned educational games and manipulatives from Lakeshore Learning such as:

- Reading Informational Text Teaching Center for Common Core Standards
- Common Core Language Arts Standards Learning Centers
- **Meet the Common Core Math Standards Learning Center**
- **Count & Compare Common Core Teaching Kit**
- **Phonological Awareness & Letter Sounds Common Core Teaching Kit**

- **Language Teaching Centers for Common Core Standards**
- **Writing Teaching Center for Common Core Standards**
- Place Value Activity Kit
- Teaching Reading Skills Comprehension Center
- Nonfiction sequence and write tiles

Scott Foresman Leveled Readers are designed specifically for building strong reading skills and promoting literacy. There are several titles on each level for more reading practice. There are many different readers at every level across content areas to ensure that all students, regardless of reading ability, can read with success. These readers consist of fiction and nonfiction selections with timeless themes and intriguing content. (English and Spanish). Scott Foresman: Math Around the Clock is a flexible, research-based program to reinforce key math skills for at-risk students. Math Around the Clock helps provide targeted, individualized instruction to help every child reach grade level. Lessons are organized by content strand and are designed to be taught in 45-60 minute teaching periods. The materials for every activity and lesson in the program are provided with each student workbook, including graph paper, dot paper, fraction strips, and base-ten blocks.

The APM Reading System gives students ample opportunity to learn and apply each strategy throughout each level, incorporating vocabulary, fluency, and comprehension into each exercise. Students are also provided opportunities to read independently with student novels that correspond to the unit topic. There is also opportunity for students to listen to the novels with audio cd's and a Playaway device. Hearing modeled reading increases fluency.

Like the AMP Reading System, the AMP Math System uses key strategies and content to help struggling middle-and-high school students succeed in math. Based on the NCTM Curriculum Focal Points, the AMP Math System also follows the recommendations of the National Math Panel. Each unit in the AMP Math System addresses a specific core concept, using a systematic instructional routine. Students benefit from whole-class instruction, guided practice, and discussion. Lessons emphasize communication, reasoning, representation, connections, and problem solving.

IEP, through its local supervisors, distributes all materials to its teachers. With our distribution process, there is no reason for teachers to photocopy materials. This distribution system is used for both initial deployment of materials and undated information. Based upon our experience, we have found that this method relieves teachers of an administrative task and allows them to focus more on instruction.

Our tutoring and materials are in English. We hire ESL trained and/or bilingual tutors whenever possible. Our tutors will help facilitate LEP student's language acquisition. We offer translation of all relevant progress documents into a language parents/guardians can understand, including Spanish and any other language where a translator is reasonably available on staff or by contracting.

As part of our partnership with schools and districts, we routinely contact each student's regular classroom teacher and other members of the school staff regarding the student's instructional program to help assure that newly acquired skills are transferred to regular class work. Information pertaining to the initial student assessments, as well as to ongoing formative and summative assessments, is shared with school and district administrators at the beginning of the program and on an ongoing basis. We

work with the school and school district to ensure that students are developing the skills that are critical to doing well on the State's measures of academic progress. IEP provides monthly reports to parents/guardians, school and district personnel on students' specific progress on the skill objectives identified in the Student Learning Plans.

IEP uses only highly qualified educators as tutors. Supervision of the program and the tutor's performance is ongoing throughout the program by a Lead Teacher (also highly qualified) and a Regional Director. A formal review is conducted on an ongoing basis throughout the program.

We are in constant contact with our teachers. As part of this process, we provide all updated information. The distribution of the updated information follows the same work flow as the distribution of the initial instructional materials.