

# PRAM Exercise

## Building a Model Tutoring Program for Upward Bound

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Talented 10  
SAEOPP Priority 3 Training  
Oklahoma City: November 5 – 7, 2011



gbl, 2007

# Talented 10 Members

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Mitzi Berousek  
Karolyn Chowning  
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Caroline Stivers  
DeShaun Thornton  
Elverta Vassol

# Mission

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- ▶ **What is the purpose of your program?**

To provide tutorial services to Upward Bound participants who are earning a “C” or less or 2.5 GPA or lower.

- ▶ **Your vision for students?**

For participants to improve grades by at least one letter grade by the end of the academic year; ultimately, to graduate from high school with proficiency in core curriculum.

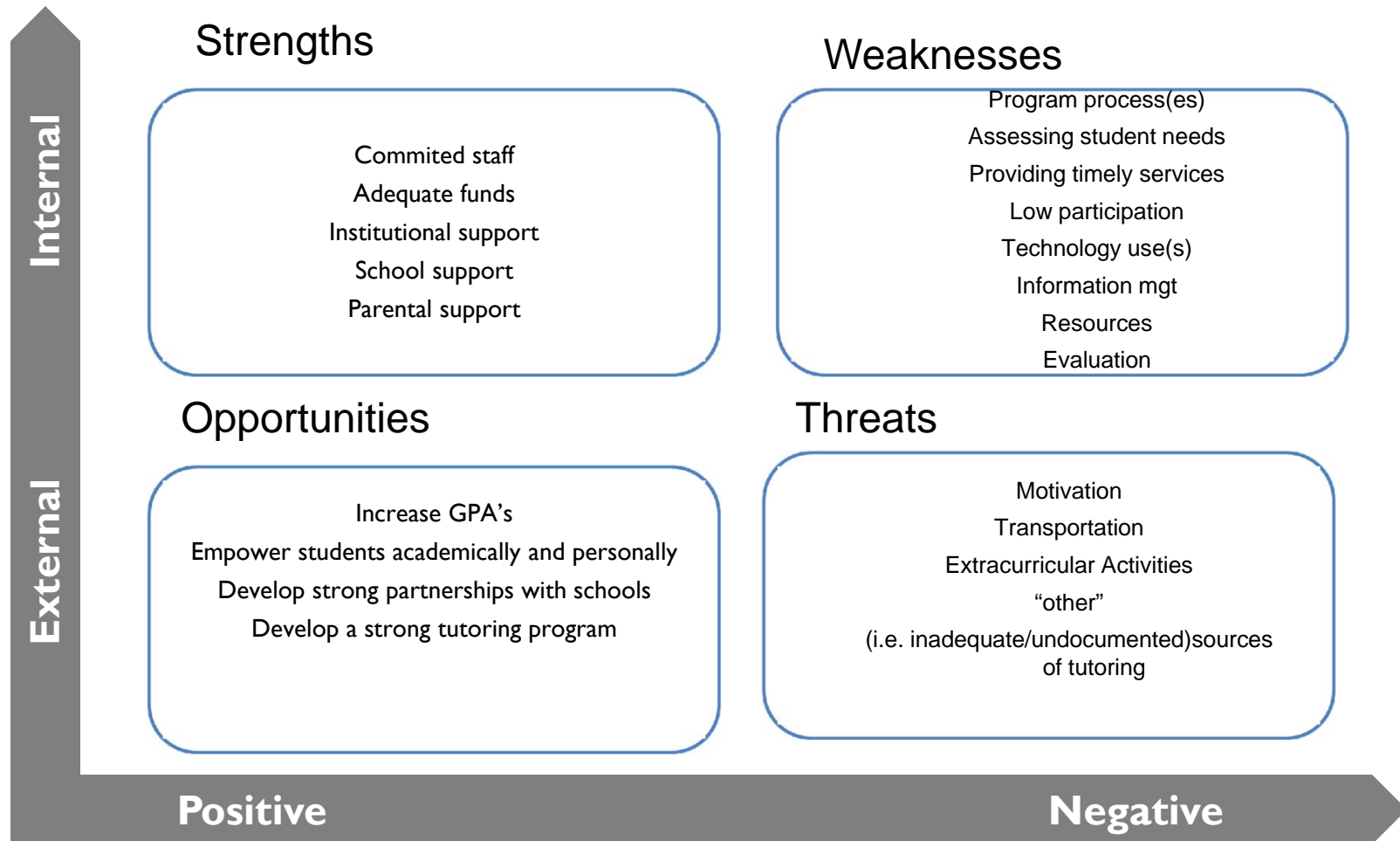
- ▶ **Your educational philosophy?**

Proactive

Intrusive, intensive, intentional

# Assessment: Using the SWOT to Identify the Problem/Issue

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## Desired Outcomes

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To raise participants' GPA's by one letter grade by the end of the academic year

To strengthen the academic/tutoring component of the Upward Bound objective

# What does the research say?

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## **Heinrich and Burch, 2011 – The Six Characteristics of Best Practices in Tutoring**

1. Consistent delivery
2. Small group size: ratio of 10:1
3. Positive relationship between tutor and student
4. Curriculum-rich with tutor bringing some content
5. Instruction is varied, active, focused on skills, independent, sequenced to achieve skill-development objectives, and explicit in its targeting of specific skills
6. Teachers and tutors are trained and evaluated

# Astin's Student Involvement/Engagement & I-E-O Model

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- ▶ One of the strongest indicators of student retention is connection to instructional staff
- ▶ Involvement and engagement is key to retention
- ▶ The amount of energy that the student devotes to the academic experience
- ▶ Inputs – Environment – Outcomes (i.e. how do we meet the student “where s/he’s at” and produce desired academic outcomes?)

## **Astin's Model allows us to develop a tutorial program that:**

- Produces assessments that integrate the academic, social, cultural, and personal needs of students
- Meets the needs of students consistently and comprehensively
- Encourages student engagement and ownership
- Builds self-efficacy
- Develops meaningful interactions between faculty, staff, tutors, and students

# Activities

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- ▶ Located at target school sites
- ▶ Ratio of no more than 10:1
- ▶ Required weekly meetings with participants
- ▶ Train and equip tutors to be able to bring/introduce curriculum to students and to offer individualized instruction
- ▶ Include lecture, instruction, and activities



# Resources

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- Qualified staff
- Technology / Computer Lab
- Tutor training materials
- Curriculum/Instruction provided to tutorial staff
- Relationships with school administration
- Space

# Staff Development

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Tutors require training on proven best tutorial strategies (learning styles, delivery method)

# Assessment/Evaluation

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## ▶ Formative steps

- Review student grades, progress reports
- Tutor evaluation of student
- Student evaluation of program and of self-progress

## ▶ Summative steps

- Increase in participants' GPA's
- Increase in tutorial participation