

OKLAHOMA MATH TUTORING PROGRAM TOOLKIT

A RESOURCE FOR OKLAHOMA SCHOOL DISTRICTS AND SCHOOLS



OKLAHOMA
Education

Introduction to the Oklahoma Math Tutoring Corps Initiative and Tutoring Toolkit

The Oklahoma Math Tutoring Corps initiative was launched as a pilot program serving eighth grade students across the state. For nine weeks, students received high-dosage math tutoring services virtually, receiving 50 minutes of tutoring three days per week. From the pilot, the Oklahoma State Department of Education was able to collect data to determine promising practices and next steps.

Many districts are considering implementing tutoring programs within their schools both during and outside of the school day to attend to students' unfinished learning. This Oklahoma Math Tutoring toolkit includes research-based resources created for and informed by the statewide Oklahoma Math Tutoring Corps program and provides recommendations for designing and implementing a high-dosage math tutoring program, which research indicates is particularly effective for addressing unfinished learning, learning opportunities that students missed due to disruptions in their academic learning.

Characteristics of high-dosage tutoring programs

Research indicates that, on average, high-dosage tutoring increased academic progress by the equivalent of approximately three to 15 additional months of learning across grade levels.¹ By using high-quality curriculum and being proactive (e.g., accelerating learning and sequencing lessons for a continual learning progression) rather than reactive (e.g., homework help or required intervention after a summative assessment), students can gain confidence and academic skills needed to be successful in on-grade level math content.

Following the statewide math tutoring program, **341 students and family members of participating students** completed a survey communicating their experience:

- **90%** of students indicated they have a better understanding of mathematical concepts,
- **77%** of families said tutoring has encouraged math discussions at home,
- **81%** of students indicated they are more confident in mathematics,
- **74%** of students indicated they are more comfortable asking questions,
- **84%** of students indicated they are more likely to persevere after making a mistake, and
- **78%** of students plan to enroll in the Math Tutoring Corps next year.

High-dosage tutoring programs include:

- A consistent, trained tutor;
- One-to-one or small group instruction (no more than a one-to-three ratio of tutor to students);
- At least three sessions per week, 30-60 minutes per session
- High-quality instructional materials aligned to the Oklahoma Academic Standards for Mathematics and students' classwork; and
- Individualized instruction based on students' strengths and needs.

¹ Annenberg Institute. Accelerating Student Learning with High-Dosage Tutoring. https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf



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Identifying Goals and Intended Outcomes

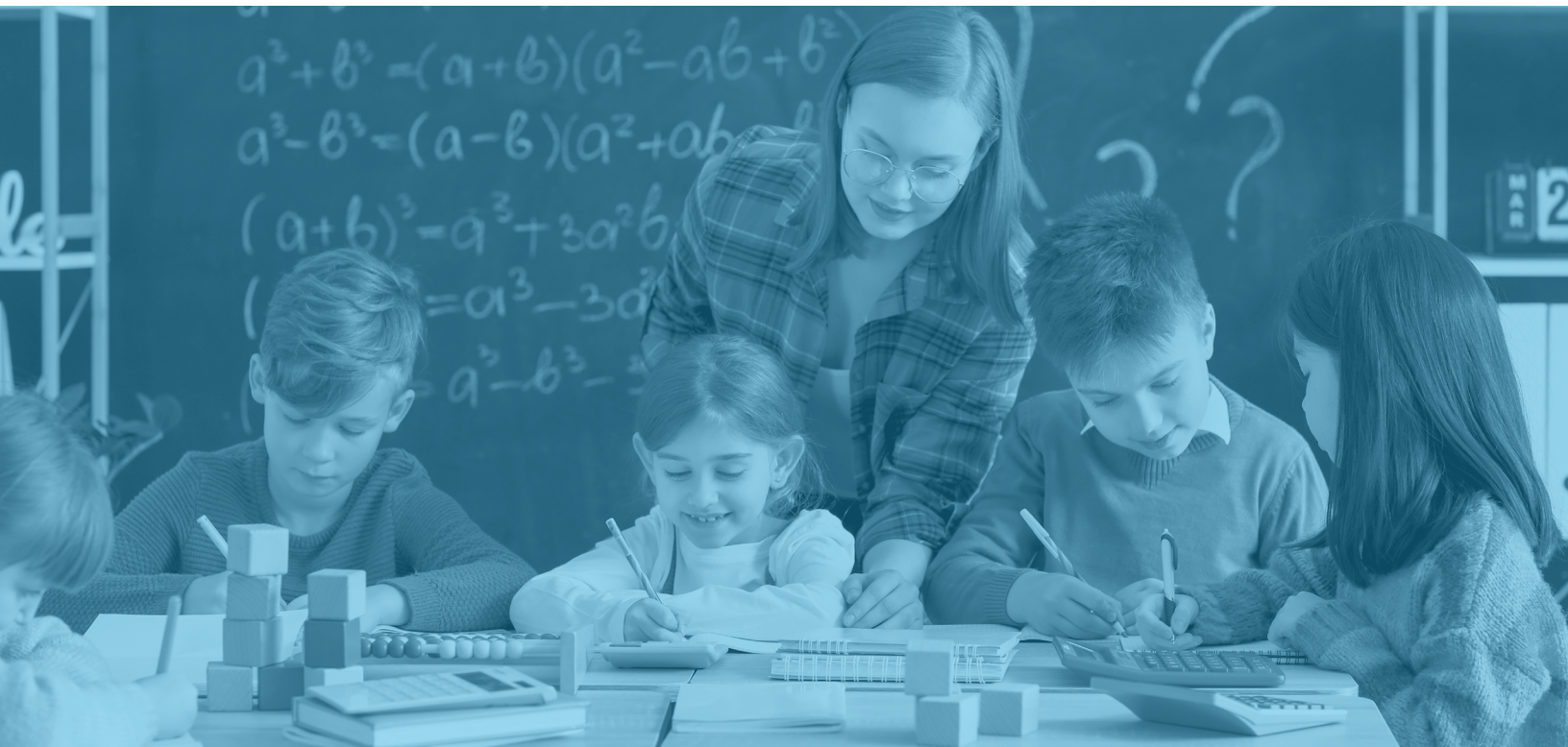
At the school or district level, intended outcomes and focused goals need to be established prior to starting any tutoring program.

To identify student needs:

- Use school and district-level formative, interim, and summative assessment data to determine the grade-level needs and potential content focus. Review data by strand (Number Sense, Algebra & Algebraic Reasoning, Geometry & Measurement, Data & Probability), grade level, and student population.
- Utilize family and student surveys for additional input.
- Consider those students who consistently struggle with Tier I: Universal Classroom Instruction and those who have been especially impacted by disruptions caused by COVID-19.

Once you have identified student needs:

- Determine which funding source(s) will be used to support program implementation, and ensure that any requirements of the funding source would be met through the program.
- Estimate how many students could be served based on each need identified and the funding available.
- Identify the strengths of the school, district, and community and determine how those strengths could support program planning, implementation, and evaluation.
- Consider the research, which indicates that although tutoring can be effective at all grade levels, evidence is strongest for tutoring focused on middle school mathematics.
- Set goals and intended outcomes for the tutoring program that are strategic, measureable, ambitious, realistic, time-bound, inclusive, and equitable.



Selecting Students for the Math Tutoring Program

Consider the goals and intended outcomes, along with individual student needs, when selecting students for a math tutoring program. Behavior should not be the determining factor of enrollment or non-enrollment in the program; instead, each student's needs and potential academic growth should be analyzed to determine who would benefit from participation.

- When selecting students for the program, consider the following guiding questions:
- What are the goals for this math tutoring program?
- Which students are already receiving other specialized academic services?
- Which students would benefit from high dosage tutoring in particular?
- Which students would be able to attend for the duration of the program?
- Which students don't typically receive these opportunities?
- Which students would need or receive most of their academic support in school?
- Which students would benefit from being in a small group with an adult?
- Which students have been consistently performing between basic and proficient over the last several years?
- Which students would ask or want to participate?
- Which type of tutoring program is being implemented: need driven (targeted to students who are struggling and perform below particular benchmark thresholds), curriculum driven (provided at critical moments when students generally tend to fall behind), or universal (all students receive tutoring)?

NOTE: If planning for a virtual tutoring program, students should be supplied with the hardware/software needed to participate at no cost to them. Students should not be excluded from a tutoring program because of a lack of technology or internet access.

Behavior should not be the determining factor of enrollment or non-enrollment in the tutoring program; instead, each student's needs and potential academic growth should be analyzed to determine who would benefit from participation.

Program Organization

There are multiple ways to organize and implement a math tutoring program in a school or district. When considering options, keep in mind the characteristics of high-dosage tutoring programs:

- Consistent, trained tutor;
- One-to-one or small group sessions (no more than one-to-three ratio);
- At least three sessions per week;
- 30–60 minute sessions;
- Use of high-quality instructional materials;
- Aligned to the Oklahoma Academic Standards and students' classwork; and
- Individualized based on students' strengths and needs.

Math tutoring scheduling options

When determining schedules for a math tutoring program, consider student schedules and capacity, transportation arrangements, teacher capacity, community events, and potential tutor schedules. Keep in mind your intended goals and outcomes and how each scheduling option could help accomplish them. Tutoring should occur in addition to Tier 1 instruction, not in replacement of Tier 1 instruction. Scheduling options may include:

During the School Day

Scheduling option	What this looks like
Intervention Period(s)	Students are either “pulled out” of classes or scheduled for a dedicated period of academic intervention during the school day.
In-class tutoring	Students are given individualized or small group tutoring during their regularly scheduled math time, within their math classroom, by their regular classroom teacher or a co-teacher/tutor.
Intersessional calendar	The entire school schedule is adjusted to provide dedicated tutoring and enrichment time for students.

Outside of the School Day

Scheduling option	What this looks like
Before school, after school, and weekend tutoring	Students consistently participate in tutoring three days per week before and/or after school. Weekends may be used to add options for student participation.
“Vacation Academies” or summer tutoring	Students participate in high-dosage tutoring during scheduled breaks (e.g., winter or spring breaks) or during the summer.

Lessons learned from the Oklahoma Math Tutoring Corps Pilot Program: Remote Virtual Tutoring

Effective practices for remote virtual tutoring:

- Facilitate training/professional development for tutors to learn about the differences between virtual and in-person tutoring and effective practices for virtual instruction
- Offer a virtual family night that allows families to get to know the virtual platform and tutor
- Provide a background image that students and tutors can use when on camera in sessions. Do not require students to be on camera.
- Allow students multiple ways to show their understanding of a math concept, including verbal, hard copy, and digital demonstrations of learning
- Record all tutoring sessions
- Ensure that tutors and students understand that district and school technology policies and crisis plans apply during each tutoring session
- Consistently gain feedback from tutors, students, and families to modify and improve the program as needed

In-person and Virtual Options

In addition to a variety of scheduling options, schools and districts should consider the plan for delivering math tutoring services. While in-person tutoring is generally considered to be the “ideal” option, virtual tutoring could allow for additional, diverse groups of tutors as well as provide additional flexibility for students. Use the goals and intended outcomes of the program as a guide when determining whether to offer tutoring in-person or virtually.

- **In-Person Tutoring:** Students and tutors meet in person.
- **School-Based Virtual Tutoring:** Students are located within the school building while tutors are connected to students virtually, or vice-versa. If students are at school, there could be an additional adult in-person to support each tutoring session.
- **Remote Virtual Tutoring:** Students and tutors connect virtually from a location other than the school building.

Math tutoring program personnel

A successful tutoring program relies on selecting personnel who are:

- Committed to the program;
- Passionate about supporting student learning;
- Able to communicate to students and develop student learning; and
- Understand and support the goals and intended outcomes of the math tutoring program.

The statewide Oklahoma Math Tutoring Corps initiative included a program supervisor, program director, lead tutors, tutors, and a program evaluator. Sample job responsibilities are included in [Appendix A](#) of this document.

Recruitment of lead tutors and tutors

Starting a math tutoring program can be a wonderful opportunity to connect students with caring adults within the school and community. When looking for individuals to hire or volunteer to serve as tutors, consider:

- Educators and additional support staff within the building;
- Community partnerships;
- Local businesses;
- Non-profit organizations;
- Families; and/or
- University students, educators, and other employees.

Schools and districts may also choose to utilize a third-party vendor to recruit and hire tutors. Regardless, ensure a plan is in place to provide tutors with differentiated professional development and ongoing support.

Tutor orientation and professional development

As teachers and tutors differentiate instruction based on students' needs, it is important to keep in mind tutors' levels of experience and expertise. Orientation to the program and ongoing professional development are necessary to support tutors in providing the best services for students. For the Oklahoma Math Tutoring Corps, the free and open Saga Coach platform was utilized in addition to customized professional development. Tutors were also placed in cohorts based on experience, where they had the opportunity to troubleshoot and share ideas to better support students. For links to sample professional development content, see [Appendix D](#).

Costs associated with a math tutoring program

Components of a math tutoring program that may incur costs to a school or district could include:

- Personnel costs (e.g., initial paperwork/background checks, professional development, tutoring hours, program organization, program evaluation);
- Hardware/software costs; and/or
- Student incentives for participation.

Sources for funding could include:

- American Rescue Plan (ARP) funds (at least 20% of these funds are required to be used to address learning loss)
- Title I funding for family engagement or in-person recording/sharing of tutoring sessions
- Title II funding for professional development
- Title IV.B funding for family engagement

The national Toolkit for Tutoring Programs includes [budget guidance](#) that could be used when planning a math tutoring program.

Program Implementation and Evaluation

High quality instructional materials

All instructional materials selected for the math tutoring program should be aligned to the Oklahoma Academic Standards and classroom content. Tutors should be able to prepare and execute lessons with confidence and minimal planning time, and students should receive opportunities to engage in the Oklahoma Mathematical Actions and Processes while developing a conceptual understanding of the math content. Formative assessment/progress monitoring should also be a component of a math tutoring program. See [Appendix B](#) for a list of potential high-quality instructional materials that could be used in a math tutoring program.

Structure of a high-dosage math tutoring session

All instructional materials selected for the math tutoring program should be aligned to the Oklahoma Academic Standards and classroom content, however high-impact tutoring sessions should not simply be a repeat of work done during a class period or serve as “homework help” sessions. Components of a high-impact tutoring session include:

- **An Opening Task:** An opening task engages the student and promotes critical thinking.
- **Practice Problems:** Practice facilitates student discussion and problem solving.
- **Exit Ticket/Formative Assessment:** An exit ticket or other formative assessment allows students to reflect on their learning and enables tutors to analyze student understandings and plan for future instruction.

Free and open examples of math tutoring lesson plans can be found in [Appendix B](#).

Communication with students and families

Students and their families should receive ongoing communication about joining and participating in a math tutoring program. Communication with families should include, at minimum:

- An invitation to join the math tutoring program,
- Dates and times of the program,
- Logistics for participation (e.g., location, transportation options, duration of the program),
- Expectations for participants in the program (including students, families, and tutors),
- Progress updates,
- End-of-program celebration (e.g., email, certificate of participation, assembly, community night)
- Feedback surveys (i.e., beginning, mid-program, and end-of-program evaluation)

Sample initial communication (used for the statewide Oklahoma Math Tutoring Corps Initiative) can be found in [Appendix C](#).

Safety and security

For any math tutoring program, it is vital to ensure the safety of everyone participating in the program and to ensure that all student data remains private and secure. Whether the math tutoring program is offered during the school day or outside of the school day, students and tutors should feel safe and comfortable participating in the program. A few ways to ensure participants' safety include:

- **Conduct Background Checks:** Before the program begins, ensure all tutors and other personnel have completed a background check. District policy for new employees or volunteers should be followed when onboarding tutors for the program.
- **Record and/or Observe Tutoring Sessions:** If tutoring sessions are conducted virtually, record each session, and store the recording in a centralized, secure location for the duration of the program. If tutoring sessions are conducted in-person, ensure that the program director and lead tutors frequently monitor the sessions taking place, and keep classroom doors open with participants easily visible.
- **Draft and Review Emergency Plans:** Provide each tutor with any relevant emergency plans (e.g., directions to respond to a mental health crisis, emergency evacuation plan)
- **Enforce District Technology Policies and Restrictions:** For any school-provided electronic devices, software, or internet, ensure that district technology policies are followed.

Evaluation of impact

There are a variety of ways to determine the impact a math tutoring program has on students and families. Use the intended outcomes and goals for the program to determine the measurement indicators, tools to measure the impact, and overall expectations for the program. Though most schools will use academic growth to determine the impact of the program, additional goals to consider may include:

- Students report positive experiences throughout the math tutoring program.
- Students gain confidence in problem-solving and asking questions during math class.
- Families discuss math at home.
- Students, families, and schools are satisfied with the tutoring program.
- Tutors gain teaching certifications to teach math classes at the school.

A sample performance measurement plan is included in [Appendix E](#).

Whether the math tutoring program is offered during the school day or outside of the school day, students and tutors should feel safe and comfortable participating in the program.

Appendix A: Sample Job Descriptions for a Math Tutoring Program

The following sample job descriptions are based on the duties assigned during the Oklahoma Math Tutoring Corps statewide initiative. Additional roles could be included for district and school tutoring programs based on need.

Program Supervisor (could be an advisory group or individual)	<ul style="list-style-type: none"> • Supports and advises the Program Director during the planning and implementation of the program • Assists with communication of and recruitment for the program • Provides recommendations for future programming based on data collected
Program Director	<p>Planning</p> <ul style="list-style-type: none"> • Identifies program goals and intended outcomes based on data and recommendations • Determines the criteria for student selection based on goals and intended outcomes • Develops a plan to ensure students have all that is needed to participate in the program (e.g., technology needs, individualized measures for progress for students with 504/IEP plans) • Finalizes the anticipated budget • Recruits and selects tutors and students for the program <p>Implementation</p> <ul style="list-style-type: none"> • Develops and helps implement professional development for tutors • Creates and/or adapts high quality instructional materials for all tutoring sessions • Organizes a tutoring “hub” for tutors to access high quality instructional materials, relevant tutoring session information (e.g., session times, video conference link), professional learning resources, and contact information • Serves as primary point of contact for lead tutors • Provides program updates to the Program Supervisor, Program Evaluator, and participants in the program • Manages the program budget • Ensures progress monitoring systems are in place • Supports Program Evaluator in data collection and reporting

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Lead Tutor(s)	<ul style="list-style-type: none">• Assists with tutor professional development and answers ongoing questions from tutors• Provides instructional coaching and ongoing support to tutors• Serves as primary point of contact for tutors• Communicates updates and feedback from tutors and students to Program Director• Reviews tutoring session data and coordinates with tutors as needed to ensure alignment of key content and special populations supports with tutoring sessions
Tutors	<ul style="list-style-type: none">• Participate in initial and ongoing professional development, differentiated to meet the unique strengths and needs of each tutor• Facilitate tutoring sessions with the same student(s) each session for a minimum of 30 minutes each session• Review tutoring session data and coordinate with lead tutors as needed to ensure alignment of key content and individualized delivery
Program Evaluator	<ul style="list-style-type: none">• Determines indicators that will provide evidence of program success based on data and recommendations• Synthesizes data from the Program Director, Lead Tutor(s), Tutors, families, and students to evaluate impact of the program• Provides recommendations for future programming

Appendix B: Free and Open Curriculum Resources Available

High quality instructional materials are important for a high impact tutoring program. The following options can be used to support and to differentiate for students in a math tutoring program.

➤ Saga Curriculum

Saga Connect offers free middle school and high school math tutoring resources. These lessons are specifically created for tutoring services. A sample 9-week program for Oklahoma 7th, 8th, and 9th grade students is [linked here](#).

Link to all Saga Curriculum Resources: <https://www.sagaeducation.org/saga-curriculum>

➤ Imagine Math (Free for 5-8th grade students in Oklahoma)

For the 2022-23 school year, all 5th-8th graders are eligible to use Imagine Math at no cost to schools or districts. Imagine Math, a comprehensive, supplemental, skills-based online math program, works with the classroom teacher to tailor online instruction to the needs of individual students. Students can also access live 1:1 support from certified math teachers in English and Spanish after school hours. Imagine Math is fully aligned to the Oklahoma Academic Standards for Mathematics, including authentic assessments, adaptive learning pathways, embedded scaffolds and actionable data.

- [Sign up for access by completing this Imagine Math registration form.](#)
- [Watch this video, featuring Oklahoma Educators using the Imagine Math program.](#)

➤ Louisiana Acceleration Resources

The Louisiana Accelerate Math resources are built as proactive support to upcoming classroom content in order to ensure students' readiness for grade level mathematics. Math tutoring resources are designed to provide support on the most essential prerequisite knowledge and skills to support success in next week's upcoming lessons. Sessions were designed for one hour of instruction for two sessions per week, but teachers should adjust to the mode of delivery, time, technology, and resources available. All lessons use free and open curriculum to support student learning and understanding.

Link: https://www.louisianabelieves.com/docs/default-source/accelerate/accelerate-math.pdf?sfvrsn=433c6618_34

➤ OKMath Curriculum Frameworks

With the adoption of the Oklahoma Academic Standards for Mathematics (OAS-M), it has been the priority of the Oklahoma State Department of Education (OSDE) to ensure all Oklahoma educators are provided with the opportunity to deeply understand the instructional shifts needed to fully meet the intent of the standards while also supporting educators with a vision and resources that promote implementing the standards with fidelity.

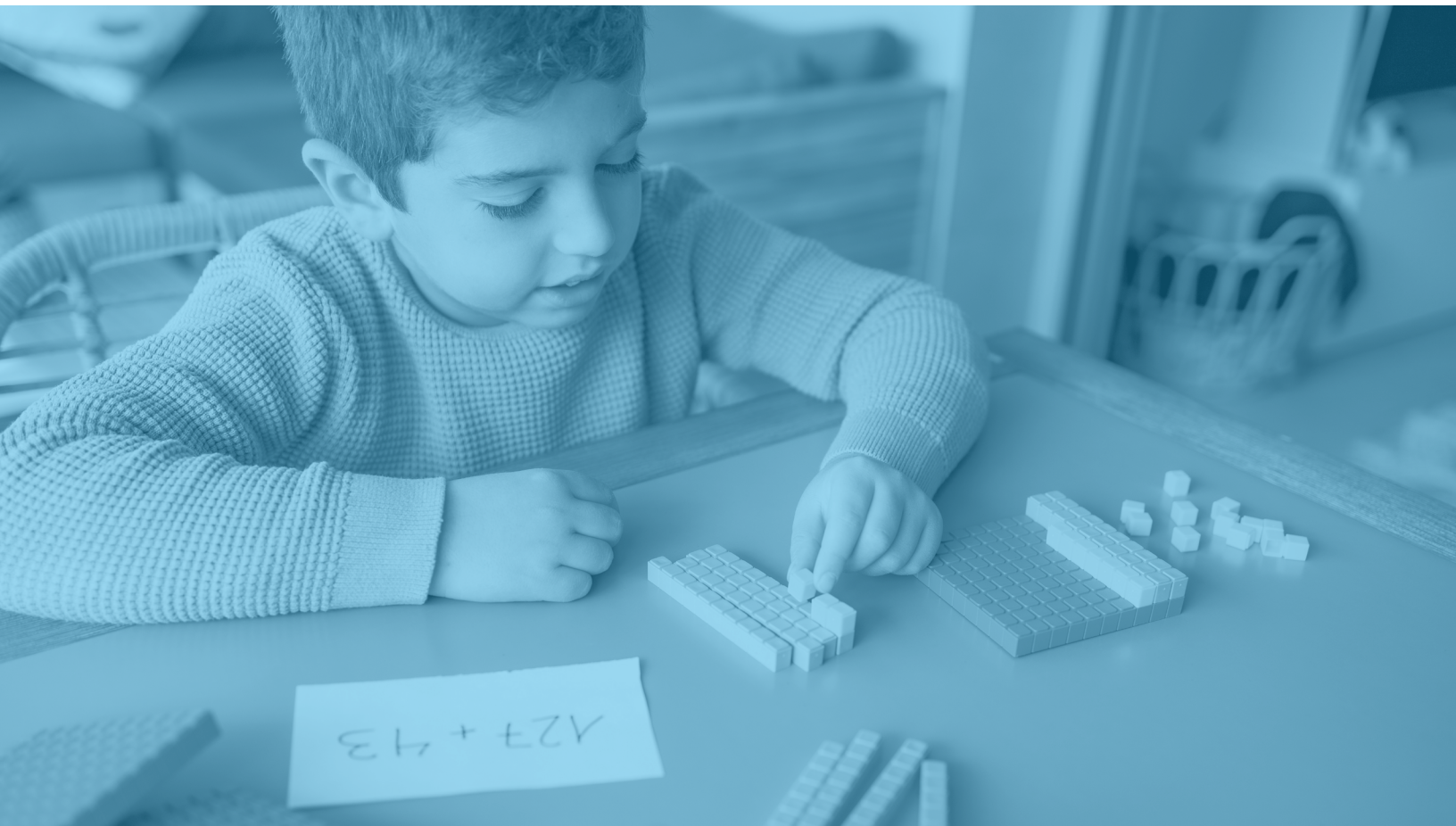
The OKMath Curriculum Framework includes guidance for learning progressions, unit design, and instructional task selection. For each objective in the Oklahoma Academic Standards for Mathematics, the OKMath Framework provides a rephrasing of the objective, referred to as "in a nutshell." This is followed by related teacher actions, student actions, key understandings, and common misconceptions. This resource can support tutors in understanding the math concepts being taught in tutoring sessions and how to support students using a variety of strategies.

Link: <http://okmathframework.pbworks.com/>

➤ Oklahoma Math Diagnostic Assessment Probes

A mathematics diagnostic probe (or probe for short) is a targeted diagnostic assessment designed to discover common understandings and misunderstandings in a topic of mathematics. A probe response provides immediate information about student thinking in terms of both understandings and misunderstandings and can be administered at different times during a sequence of instruction to achieve different purposes. The link below provides a series of Diagnostic Assessment Probes aligned to the Oklahoma Academic Standards for Mathematics.

Link: https://padlet.com/MathProbes/OK_Map



Appendix C: Sample Communication to Families

The communication below represents samples of emails and written communication delivered during the statewide Oklahoma Math Tutoring Corps program. This communication is meant to serve as a guide and can be revised as needed for school and district use. Communication to tutors can be found in [this sample 9-week program resource](#).

Before the program begins

- [Focused Invitation to Participate](#)
- [Inviting All Families to Participate](#)
- [Confirmed Tutoring Sessions Times for Students](#)
- [Technology Agreement Signature Request](#)

During the program

- [Tutor Change](#)
- [Survey Invitation](#)
- **Note:** Ongoing communication is expected (attendance checks, progress updates, etc., but samples are not included in this document)

After tutoring program has ended

- [Retrieve Technology](#)
- [End of Year Program Evaluation](#)

Oklahoma Math Tutoring Corps Focused Invitation

[School/District] has created a new state-wide [virtual] math tutoring program. On [date], a letter was sent from [contact/school] inviting [insert student name] to participate in the [name of tutoring program]. Please find a copy of the general letter [here](#).

Your student, [insert student name], is eligible to participate in this program, starting the week of [date] and ending the week of [date]. Please go to the link below to accept or decline participation for the [years] school year. By accepting participation, your student will receive [virtual] math tutoring three times per week for nine weeks, starting in [date]. This tutoring will help your student in their current and future math classes.

Learn more about the new [name of tutoring program] by accessing this [tutoring webpage]. If you have questions about this program, contact [contact information].

Inviting All Families to Participate

The following language was used by the OSDE for the Oklahoma Math Tutoring Corps program. It will need to be adjusted to represent the school offering the tutoring program along with the unique logistics of the school's program.

The Oklahoma State Department of Education (OSDE) has created a new statewide virtual tutoring initiative. The Oklahoma Math Tutoring Corps will provide students in 8th grade with real-time, virtual tutoring support from live tutors beginning in [date]. Participating students will meet virtually with a tutor for 50 minutes three times a week over a period of nine weeks. All tutoring will occur outside of school hours. The goal of the Math Tutoring Corps is to give students opportunities for individualized, targeted learning of math processes and problems needed for success in their current and future math coursework.

Tutors will be certified teachers and college students who have received training for this initiative. The OSDE will make every effort to group tutors and students from the same geographical area. To provide focused and consistent attention to your student, each tutor will work with no more than three students. Students will remain together with the same tutor throughout the nine weeks. Families and guardians will be copied on all communication from the tutor to the student.

The OSDE is asking participating students and families to agree to the following:

- Student will attend at least 80% of the 27 tutoring sessions.
- Student will have a quiet place to join the sessions virtually.
- Student will actively participate with the tutor during tutoring sessions.

Once the OSDE receives your information, they will work with you to determine any technology and connectivity needs to ensure your student can participate successfully.

Learn more about the new Oklahoma Math Tutoring Corps program by accessing this [OSDE webpage](#). If you have questions about this program, contact [contact information].

If you would like for your 8th grade student to participate, visit [website] to enroll. The Math Tutoring Corps has the potential to strengthen math skills quickly, equipping students for long-term success in math coursework. The OSDE hopes you will join them in this important work.

Confirmed Tutoring Session Times for Students

We are looking forward to the start of the [tutoring program name], beginning the week of [date]! This email includes your student's scheduled tutoring times. Please take the time to review the information.

We have placed [insert student name] for the [tutoring program name] at the time that most closely matches your student's availability and the availability of tutors. At this time, we cannot make any changes to your student's scheduled times. You will receive an email the week before tutoring begins from your student's tutor with information on how to access the tutoring sessions.

Tutoring will begin the week of [date] and end by [date].

Student Name: [student name]

Student Email Address (for tutoring platform access): [student email]

Student Grade Level: [grade level]

Current Math Course: [course]

Tutoring Days and Times: [tutoring times]

If any of the information above is incorrect or tutoring days/times need to be adjusted, please complete this form. Please note: we have limited tutoring times remaining and requests for new times may not be able to be fulfilled.

Thank you for supporting your student's participation in the [tutoring program name].

Technology Agreement Signature Request

When you registered your student for the [tutoring program name], you indicated that your student would need a computer in order to participate. Before we can deliver a computer to your student for them to use for the program, you and your student will need to read and digitally sign this Technology Acceptable Use Agreement form.

Please follow the instructions in the email to digitally **complete and return the agreement as soon as possible**.

Once we have received your signed agreement, [contact person], will be in contact about how to receive the computer so your student can participate in the tutoring corps.

Tutor Change

This week the tutoring sessions have begun for the [tutoring program name]. Due to circumstances, we are needing to change the tutor for [student]. The times for the sessions have not changed and will still be [dates]. However, the link to join the sessions have changed. Please use the new link below for [student name] to join the tutoring sessions.

Tutor: [tutor name]

Link: [link to join virtual session]

Survey Invitation

Thank you for participating in the [tutoring program name]. During the program, we will be asking for your input and insight through three surveys. These surveys will help collect the required information to evaluate the impact this program has and your feelings about the program. In other words, your responses will help make this program the best it can be.

Please be honest in your responses- your name will not be connected to any responses that you submit; it will only be used to ensure all responses have been collected.

Retrieve Any Technology

Thank you for being a part of the pilot year of the [tutoring program name]. As part of the program, [student] received a [device] from [school] to attend their tutoring sessions. Now that tutoring has ended, please return the device to the school office in which the student attends by [date].

Thank you for supporting your student in the pilot year of the [tutoring program name].

End of Year Program Evaluation

Thank you for being a part of the pilot year of the [tutoring program name], ending [date]. We hope the past nine weeks have been beneficial for your student. Please take 2 minutes to complete [this survey] to provide feedback and indicate your interest in future opportunities as we continue to build this program.

Registration will open later this spring to enroll students for tutoring next year. Next year's program will include [grades]. The length of the program will be [# of weeks]. The tentative dates for tutoring are: [dates].

We appreciate your feedback and participation in the [tutoring program name]. Thank you for being an important part of your student's education.

Additional Communication

- [Family Guide](#) (for those with students in the tutoring program)

Appendix D: Free and Open Professional Learning Opportunities for Tutors

Saga Coach Tutoring Modules

This online evidence-based tutor training program is self-paced and provides opportunities for tutors to learn how to be an effective tutor. The following modules were required for the Oklahoma Math Tutoring Corps:

- *What does it mean to be a tutor?*
- *Your education experience*
- *Growth mindset*
- *Tools for tutoring- relationships*
- *Joy factor*
- *Tools for tutoring- ratio*
- *Tools for tutoring- rigor*
- *What makes a high quality tutor?*
- *Rigor*
- Three additional modules of the tutor's choice

Link: <https://www.sagaeducation.org/sagacoach>

OSDE Connect Online Learning Modules

The OSDE Connect online learning modules provide self-paced, online modules on a variety of topics and subject areas, including a module helping educators and tutors learn more about formative assessment and the diagnostic assessment probes found in Appendix B.

Link: <https://osdeconnect.ok.gov>

Louisiana Accelerate Learning Modules

To assist educators, schools, and systems with implementation of best practices in mathematics, the Louisiana State Department of Education has released self-paced professional learning modules.

Link: https://www.louisianabelieves.com/docs/default-source/accelerate/acceleration-in-math---self-paced-learning-modules.pdf?sfvrsn=c0236418_12

Appendix E: Example Program Evaluation Outline

(adapted from the national *Toolkit for Tutoring Programs*)

Short-term impact goals	End of program measures	Tool	Performance expectation
Students have increases in test scores, GPA, and other academic achievements this year	<ul style="list-style-type: none"> Growth in baseline assessment Improvement in GPA 	End-of-Year or End-of-Program Assessment	90% of students meet expected growth
Students report positive experiences throughout the program	<ul style="list-style-type: none"> Students enjoyed attending tutoring Students feel they have done better in school because of the tutoring sessions Students report that tutoring was a welcoming space 	Mid- and End-of-Program Surveys	Responses average 4.0 or higher on a 5-point scale by the end of the program
Students gain a sense of self-efficacy	<ul style="list-style-type: none"> Students feel confident in their ability to learn difficult content Students feel the tutoring program has equipped them with the skills necessary to be successful in any class 	Mid- and End-of-Program Surveys	Responses average 4.0 or higher on a 5-point scale by the end of the program
Students, families, teachers, and schools are satisfied with the tutoring program	Students, families, and teachers of students in the program feel the tutoring program helped students in a variety of ways	Mid- and End-of-Program Surveys, percentage of students who stay for the duration of the program and indicate they would like to return for future programming	Responses average 4.0 or higher on a 5-point scale by the end of the program
Tutors are satisfied with their experience		Mid- and End-of-Program Surveys, Number of Tutors who stay for the duration of the program and indicate they would like to return for future programming	Responses average 4.0 or higher on a 5-point scale by the end of the program

Appendix F: Additional Resources to Support Math Tutoring Program Planning and Implementation

In addition to information gained during the Oklahoma Math Tutoring Corps pilot, select resources used to inform the creation of this toolkit include:

- [National Toolkit for Tutoring Programs](#): This site includes additional research and resources for implementing general high-impact tutoring programs.
- [Oklahoma Academic Standards for Mathematics](#): Access the foundation for what students in Oklahoma should be able to know and do by the end of each grade level in mathematics.
- [Ready Together Initiative Brief](#): Information about the statewide Oklahoma Math Tutoring Corps initiative as well as the research supporting high dosage tutoring programs.

For questions about this document or about the Oklahoma Math Tutoring Corps initiative, email SDE.MathTutoringCorps@sde.ok.gov.

