



HIGH-DOSAGE TUTORING GUIDEBOOK

Thank you for supporting local TN students! Click the sections below to get started.

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A partnership between local TN school districts, Community Partner Sites and United Way

For the 2022-2023 and 2023-2024 school years, United Way has received the TN ALL Corps and Learning Corps Grant to help facilitate engaging, rigorous, personalized tutoring experiences for students. Selected tutors will serve to complement learning happening in the classroom and will be selected from a variety of sources including community volunteers, college students, licensed teachers, and paraprofessionals. This guidebook aims to provide clear expectations, offer content specific support, and provide tutors with the tools and resources necessary to positively benefit academic outcomes. This guidebook is intended to be used for the following:

- Community Members
- College Tutors
- Certified teachers
- Site Directors, Principals

Whom to contact: Questions, Support Requests, and Tutor Absences

We hope that this guidebook will answer most of your questions about the High Dosage Tutoring program, but we know that there are always additional things that come up. Please follow these steps to get your question answered.

1. In the event of a concern about a student's well-being or other emergency, call/notify your student's school immediately.
2. If you are a tutor and you will be absent from a tutoring session, contact your community partner's Site Director ASAP.
3. For all other tutoring-related questions and support requests:

First, check this guidebook! If your question is not answered here:

-email: tutoring@uwchatt.org

Before beginning tutoring on January 9, all tutors must complete all of the following steps. More detail on each of these steps can be found later in this guidebook.

Checklist for Community Members, College Students

As soon as possible:

- Complete the online tutor application form [Welcome to United Way of Greater Chattanooga High Dosage Tutoring! \(goschoolbox.com\)](https://www.goschoolbox.com)
- Submit a background check (even if you have done one recently, you will still need to follow instructions in the email you receive to have UWGC pay for your background check.)
- When you receive the “training” information email, follow links to training modules and schedule [@uwtutoring | Linktree](#)
- Participate in all training modules in your training “track” - literacy for 1st-3rd grade, math for 4th-8th grade
- Send completed training forms to: tutoring@uwchatt.org, save file as: first and last name, training certificate (Example: SamDavis Training Certificate)
- Send both direct deposit forms-W9 and ACH, found in the linktree to tutoring@uwchatt.org
- Sign your tutor contract via Docusign
- When you receive the “matching” information email, log in to Go Schoolbox and follow the prompts
- Complete a match based on your availability and grade/subject preference.
- Write an introductory message to your student.

Checklist for Certified Teachers

As soon as possible:

- Complete the online tutor application form [Welcome to United Way of Greater Chattanooga High Dosage Tutoring! \(goschoolbox.com\)](https://www.goschoolbox.com)
- Submit a background check (even if you have done one recently, you will still need to follow instructions in the email you receive to have UWGC pay for your background check.)
- When you receive the “training” information email, follow links to the training
- Participate in all training modules in your training “track”-literacy is 1st-3rd grade;math is 4th-8th grade.
- Use link found with curriculum and trainings to download your teaching certificate and send to: tutoring@uwchatt.org save file as: first and last name, teaching license (Example: SamDavis Teaching License)
- Complete 2 direct deposit forms- W9 and ACH
- Sign your tutor contract via Docusign
- When you receive the “matching” information email, log in to Go Schoolbox and follow the prompts
- Complete a match with students at your community partner site (college students and paraprofessionals choose 2 students, teachers choose 3-4 depending on grade level)
- Write an introductory message to your students.

What is High Dosage Tutoring?

High Dosage Tutoring is intensive tutoring that occurs one-on-one or in small groups on a sustained basis during or after the school day, to help all students accelerate their learning in an individualized manner with a specific focus on building prerequisite knowledge and skills while simultaneously integrating new learning that is part of the grade-level curriculum.

High Dosage Tutoring

In Tennessee Public Schools, we believe all children deserve access to a quality education. According to [EdResearch for Recovery](#), high dosage tutoring can produce large learning gains for a wide range of students. Including those who have fallen behind academically. On average, tutoring increased achievement by roughly an additional 3 to 15 months of learning across grade levels. Another study found that high dosage tutoring was one of the few school-based interventions which demonstrated large positive effects on both math and reading achievement.

Before tutoring begins: What is expected of me as a tutor?

By committing to be a tutor in the United Way High Dosage Tutoring program, you assume the responsibility of providing a safe, challenging, and encouraging experience for your students at each tutoring session- and in doing so, you are rewarded with the knowledge that you are helping the next generation of Chattanooga students realize their full potential.

Tutor Commitment

A consistent tutor-student match is one of the keys to achieving significant academic and socioemotional benefits for students through the United Way High Dosage Tutoring program. Therefore, we are asking all tutors, volunteers, teachers and paraprofessionals – to commit to the full semester’s program:

- Three 30-minute tutoring sessions per week for the semester, beginning in January and continuing at 10-12 weeks (with a week break for Spring Break). Winter 2023 sessions will begin on January 9, 2023. Tutoring sessions may be conducted remotely via computer using the Go Schoolbox platform or in-person at various Community Partner sites.
- Completion of tutor training before tutoring sessions begin.

- Regular communication with the Community Partner Site Director, completion of brief feedback forms weekly, and an in-depth survey at the end of the semester.

Although one semester is the minimum commitment, we strive to keep providing a full year of tutoring for all participating students. Many tutors build strong relationships with their students and continue to volunteer through the second semester and beyond!

All tutors are bound to protect student privacy and confidentiality. Any information you receive regarding a student's academic performance or other personal information is **confidential and must not be shared** with anyone other than the student's teacher or Community Partner Site Director. Tutors and students may not exchange personal contact information including emails, phone numbers, or social media accounts.

Important: Everyone in Tennessee is a mandatory reporter. If abuse or neglect is suspected, you MUST report this information to a school official. If a student tells you something that is a safety concern, it is important to share that information with the Site Director or Community Partner Sites as soon as possible.

Registering on Go Schoolbox

All participating tutors will use the Go Schoolbox web-based platform, which provides your tutor application, streamlined student-tutor matching, a portal for remote sessions, links to tutor resources, and a platform for communication between tutors and students or Site Directors. Go Schoolbox also enables direct feedback to program administrators and data to monitor student progress.

Tutor Training

Tutoring is different from classroom teaching and requires a different approach and set of skills. The United Way High Dosage tutoring model is designed to supplement academic content in the classroom, so a good understanding of the Literacy or Mathematics content will be essential. Finally, because this program is new, there are logistics and new technology that all people involved must learn.

Therefore, all tutors will receive and participate in training modules introducing the knowledge and skills necessary for the United Way High Dosage tutoring program.

Training will be offered online asynchronously. All tutors will receive an email with a link to the training modules listed below.

[@uwtutoring | Linktree](#)

Tutor-Student Matching

Before tutoring begins, tutors will “match” with students through the Go Schoolbox platform. Because of the need to match availability, not all tutors may be matched immediately.

To match with students, volunteer tutors will login to the GoSchoolbox platform and follow the steps provided. Tutors may search by Community Partner site, schedule and grade level to identify and choose a match for themselves. Student rosters will be defined by UWGC and the Community Partner Site. As a reminder, volunteer and community members will have one-on-one tutoring, while paraprofessionals and education prep college students are 2:1 and certified and retired teachers are 3:1 (grades 1-5) or 4:1 (grades 6-8). When your match is confirmed, your scheduled tutoring sessions will appear in your GoSchoolbox platform dashboard for easy reference.

Program Contacts: Questions, Support Requests, and Tutor Absences

We hope that this Guidebook will answer most of your questions about the United Way High Dosage Tutoring program, but we know that there are always additional things that come up. Please follow these steps to getting your question answered:

1. **In the event of a concern about a student’s well-being or other emergency, email your site director immediately. Additional guidance on addressing concerns about student safety can be found in: Module 4**
2. If you are a tutor and you will be absent from a tutoring session, contact your afterschool partner Site Director ASAP. Contact information for afterschool partner Site Directors will be emailed directly to tutors before sessions begin.

Tutoring: What’s Your Role?

What is High Impact Tutoring?

High Impact Tutoring is intensive tutoring that occurs multiple times during the week through one-on-one or in small group sessions after the school day, to help all students accelerate their learning in an individualized manner with a specific focus on building pre-requisite knowledge and skills while simultaneously integrating new learning that is part of the grade level curriculum.

Our Model for tutoring

United Way High Dosage tutoring has designed their tutoring program to follow the best practices from current research while ensuring seamless integration to all our partner sites.

Frequency

To maximize individual student support United Way High Dosage tutoring will occur at least three times per week, at least 30 minutes per session, for 10-12 weeks.

Details: In Winter 2023, tutoring will begin on January 9 and go through March 31, 2023.

Scheduling

To integrate tutoring within school context, curriculum, and classroom learning, United Way High Dosage tutoring will occur after the school day during structured after-school programming at various community partner sites.

Details: The days and times will be the same each week. Tutoring will not take place on the following dates when students are not in school:

Spring 2023 Dates there will not be tutoring:

January 16- MLK holiday

February 1- ½ day for students

February 20-President's day

March 13-Teacher PD day

Tutor-Student Matching and Group Size

To forge strong, productive, supportive relationships, tutor-student matches in United Way's High Dosage Tutoring program will be consistent for the entire semester, and tutor groups will be limited to three or four students per licensed teacher, two students per paraprofessional or education prep college student, and one-on-one for all other community members.

Details: Tutors and students will be matched through the GoSchoolBox platform.

Training and Support

To ensure that tutors are fully supported, that tutoring pedagogy is high-quality, and that tutoring content amplifies classroom curriculum, United Way High Dosage Tutoring will provide targeted training and support for all tutors.

Details: Tutor training will be available online. All tutors will receive ongoing support and regular communication. Each community partner site will have a Site Director to coordinate and support all United Way High Dosage tutoring at the site. Weekly office hours will be held to offer support and guidance as needed.

Progress Monitoring

To identify what is working and what may need adjustment, United Way High Dosage tutoring will continuously monitor student progress and collect feedback from all stakeholders about the tutoring program.

Details: To provide a more detailed and well-rounded picture of progress than standardized testing alone, tutors and students will provide regular feedback on session quality, academic growth, and socioemotional elements. Tutors will receive a feedback form to complete after every three tutoring sessions (essentially once per week).

Tutoring: Content, Pedagogy, Logistics, and Support

A lot goes into being a successful tutor to a young person - but your efforts should focus on doing your best for your student. We believe that all tutors should strive to be:

- **Helpful:** We expect tutors to encourage all students during their sessions, staying positive during what will likely be challenging work. As both a mentor and instructional aide, fostering a trusting and warm relationship will help students focus on improving during your time together.
- **Knowledgeable:** Tutors are expected to know the material well enough to ensure that students are doing their work accurately and developing the right skills and habits. This means previewing content before it's delivered to students, as well as reaching out to teachers and experts when necessary to determine the best strategies.
- **Guiding:** Above all, we expect tutors to act as instructional guides for students so that they are in the driver's seat of their own learning. While tutors should ask questions and provide advice to their students as needed, the majority of the cognitive work should be on the student to engage in their learning.

Ongoing Expectations for Tutors' Communication

- ***With your Site Director (Community partner-site point of contact)***
 - Site Directors will send an introductory email to provide more information on their community partner site.
 - Site Directors will communicate with tutors regularly on topics being covered in class and provide updates on where students are in the pacing guide.
 - Pose any questions that come up about the program, support, or concerns about your student(s).
 - Promptly communicate any absences or scheduling conflicts.
 - Utilize the feedback function on the GoSchoolBox platform to request or provide input on the tutoring training, resources, and materials provided.
 - Site Directors will try to notify tutors of student absences whenever possible, but this is not guaranteed.

With Students:

- Model subject-specific best practices using student friendly language.
- Ask questions that will push students to make their thinking visible.
- Monitor your talk time to ensure that students are speaking more than the Tutor.
- Uphold the principles of being Helpful, Knowledgeable, and Guiding, as described in the Tutor Expectations.

Tutor Moves: Helpful Tips for Planning Tutoring Session

- Set aside 10-15 minutes before the tutoring session to locate and familiarize yourself with the content for that week- read the assignments and identify your role in the activity, selecting which questions you'd like to ask during your session.
- Copy and paste links into the tutor session breakdown template (below) to have more seamless transitions between activities
- Log in to GoSchoolBox 3-5 minutes before your tutoring session is scheduled. This will allow time to upload documents you plan to use and ensure that you can get started on time to utilize the whole 30 minutes with your student.

Initial Tutoring Session: Meeting your Students

Note: Winter 2023 tutoring sessions will begin on January 9. During the Initial Meeting between tutors and students, content won't be the focus; instead, both parties should take the time to meet and establish a strong and successful working relationship.

Tutors should be sure to:

- Introduce themselves, allow the student(s) to introduce themselves, and explain why they are excited to support their student's educational journey
- Share their likes and dislikes through a simple Icebreaker
- Remind their student(s) when they will meet, how often, and remind them how through GoSchoolBox
- Explain the purpose of Tutoring: to help them improve individually, based on their needs

- Brief them on the Tutoring Structure
- Inform students how they can contact each other through the GoSchoolBox Platform. More specific guidelines for your first tutoring session can be found in the training modules.

Before, During, and After Each Tutoring Session

While some details differ depending on whether the tutoring session is remote or in-person, all tutors should follow these steps to prepare for, conduct, and follow-up on all tutoring sessions:

Before your tutoring session:

- Read through any communication from your Site Director to ensure that any tutoring pre-work and preparation (i.e., pre-reading text or previewing math content) is done prior to sessions.
- Prepare any documents or materials to use during the tutoring session. (Remote tutors: If you'd like to use any visual aids / materials / documents, you can upload them to the virtual classroom through the GoSchoolBox platform.)
- Access previous write-ups to remind yourself of proposed action items for a quick check-in.

During your tutoring session:

- Remote tutors: Ensure that all technology is working on both sides; Tutors and Students need to have both video and audio working so that the session is as helpful as possible.
- Remote tutors: Utilize the virtual white board to screen share documents, write/model out thinking, and invite students to add to the white board as needed.
- Community partner-site tutors: Use your designated location to conduct tutoring.
- Ask subject-specific questions to push students' thinking, make their thinking visible, or to extend their learning.

After your tutoring session:

- Remind students to complete the post-session survey for attendance and feedback.
- Complete a brief write-up of the session describing what you went over with the student, strengths, growth areas, and any proposed action steps.
- If necessary, compose a message to the student’s teacher for any necessary follow-up or inquiries stemming from the tutoring session.

How to Structure Your Tutoring Session

Tutoring sessions will be 30 minutes long. The following is the suggested general model for how to structure your sessions. Please consult your curriculum-specific materials for additional guidance on how to structure your sessions.

1. Session Opening

- Greet (2 min) Start your session with a quick check-in with your student. Greeting your students is a critical part of the tutoring cycle and is a great time to establish rapport with your student. Simple questions and short icebreakers are two ways to engage.
 - Simple questions include: “How are you today?,” “What did you do this weekend?,” or “What Good News can you share today?”
 - [50+ Unique Icebreaker Questions \(K-12\)](#)
 - [Elementary Icebreakers](#)
 - [Fun Icebreaker Questions to Connect with Students](#)
- Set Purpose (1 min)
 - Explain the task/purpose of the day’s session with your student. This familiarizes your student with the activity of the day, and is when you can define what your student will accomplish in the session.
 - Answer any questions your student may have.
- Warm-Up/Number Routine (3-5 min) ○ This is where you will model for the student what he or she will complete in the day’s session. First, model the task while your student watches (e.g. do the math problem, read the sentence, etc.). Second, gradually transition to having your student practice the task with you.

2. Main Activity (15-20 min)

- Now allow the student to engage fully in the task of the day. Help them practice and focus on areas of skill development. Provide feedback and answer student questions, and work to foster their learning and understanding of the material.

3. Reflect (2 min)

- At the end of your tutoring session, check in with your student to determine how they felt about the task of the day and what you might improve for the next session. Questions should be open ended to maximize student reflection.
- For example:
 - What did you like most about today's session?
 - What would you change about today's session?
- End the session with positive reflections for the students. For example:
 - “You really nailed it today!”
 - “Wow, thank you for those positive insights! I’ll be sure to use those in our next meeting.”

• Remember to record student progress and feedback in the GoSchoolBox Platform. The structure of United Way High Dosage tutoring sessions will be slightly different depending on the grade level and subject you are tutoring. More specific guidelines for structuring your tutoring sessions can be found in the training modules and curriculum resources.

Tutoring: Why it Works and More Information

United Way: High Dosage Tutoring in partnership with Community Partner Sites

At United Way of Greater Chattanooga, we believe all children deserve access to a quality education. According to EdResearch for Recovery, high impact tutoring (also known as high dosage tutoring) can produce large learning gains for a wide range of students, including those who have fallen behind academically. On average, tutoring increased achievement by roughly an additional 3 to 15 months of learning across grade levels. Another study found that high impact tutoring was one of the few school-based interventions which demonstrated large positive effects on both math and reading achievement. Recently, UWGC has decided to take a more cohesive and intensified approach to better align with current research and is implementing the High Dosage

Tutoring Program. Qualitative data from pilots indicate that personalized, high impact tutoring can be a transformative educational tool and an effective way to accelerate student learning.

This year, UWGC is launching high dosage tutoring with local community partner sites that serve tutored grade levels: 1st through 8th grade (literacy focus in 1st-3rd grade, math focus in 4th-8th grade). UWGC aims to scale the program to at least 3,000 students by the summer of 2024 and create a sustainable tutoring program.

Specific program goals are outlined below.

United Way High Dosage Tutoring Program Goals

- ***Socioemotional***: Build solid foundations of socioemotional support to create positive learning experiences for students
- ***Academic***: Improve academic outcomes in 1st -8th grade, with a focus on literacy in 1st-3rd grade and a focus on math in 4th-8th grade
- ***Learning***: Continue to gain insight about what tutoring practices work best in our community partner sites
- ***Expansion and Sustainability***: Use our learning to expand effective tutoring programs sustainably into the future

By the numbers,

- We will tutor 3,000+ students.
- We will recruit quality tutors, including teachers, paraprofessionals, college students, and community members.
- We will cultivate and strengthen meaningful community partnerships including Boys and Girls Club, Girls Inc, Northside Neighborhood House, Bethlehem Center, public libraries and recreation centers.
- Students will average at least 85% attendance at scheduled tutoring sessions.
- At least 75% of students, tutors, site directors, and families will report overall satisfaction with tutoring on end-of-semester surveys.

- At least 70% of participating students meet/exceed individual projections on TN Ready state assessments.
- Participating students will show growth or maintain high levels on dimensions of Perseverance, Sense of Belonging, and Self-Efficacy.

We believe that United Way High Dosage tutoring will: provide safe spaces for students to ask questions and take risks in their learning; form new connections in which students feel valued, cared for, and invested in; boost students' self-efficacy, engagement in their own learning, and belief in their own abilities; improve student attendance at school; develop each student's image of their successful future self, including college-going; be a fun experience for all involved; help every student feel known and supported.

We would like to thank Metro Nashville's Accelerating Scholars Program for sharing their guidebook for us to adapt to our program.