

Supporting After-School Tutoring for Middle School Students

How did High-Dosage Tutoring end up as one of your “hats”?

My name is Ms. Linares-Herrera, and I am an Academic Intervention Counselor at Sun Valley Magnet School in Sun Valley, CA. One of my responsibilities is coordinating academic supports that are accessible to all students.



How do you set up the learning space?

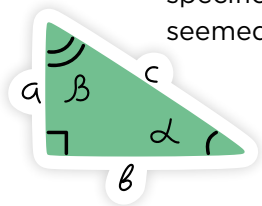
Last year we met in the library, which was ideal in terms of grouping. The long tables were set up so that the students could sit with their group, which most of them preferred. This semester, we were moved to a classroom. One of the perks is that the classroom allows a more contained space with less interruptions.

How do you support students' engagement with their tutors?

We did a lot of walking around and monitoring for the first couple of weeks, we also did quick check-ins with students that we noticed needed more support with engagement during the sessions.

What has the feedback been like from participating students?

I think students were surprised about how much they enjoyed connecting virtually with their tutor. Prior to Tutor.com, several kids were used to drop-in teacher tutoring on specific assignments, but HDT was different and overall, once things got started, they seemed to enjoy it. I think the tutors did a great job building rapport with the students.



How is your school using the available progress data?

We will be looking at how participating students did on their iReady diagnostics and SBA assessments at the end of the year.

Any other tips or tricks you would share with other tutoring administrators and facilitators?

SNACKS! I even had a group ask if they could start a snack rotation! I asked the students what kind of snacks they would like throughout the semester. We also had a few In-n-Out gift cards from a previous fundraiser, and I used these to award the students with the best attendance at the end of the fall semester session. Those little things have made a big impact.