

Professional Learning Schedule for IHE Tutoring Grant Teams: 2022-2023

Date & Time <i>(all times EST)</i>	Timing	Topic	Grade	Content	Lead
9/23 11am	50 mins	Community of Practice (COP) 1: Effective Tutoring Overview	K-12	<ul style="list-style-type: none"> Principles of practice: academic language, data use to monitor session goals, student monitoring of learning, student sense making Structure of a tutoring session (warm-up, instruction, review) 	Sarah Powell Sharon Vaughn
	40 mins	COP Elementary Breakout	K-5	<ul style="list-style-type: none"> Key ideas presented in the COP are further discussed and situated in grade level expectations 	Sarah Powell
	40 mins	COP Secondary Breakout	6 - 12	<ul style="list-style-type: none"> Key ideas presented in the COP are further discussed and situated in grade level expectations 	Sharon Vaughn
10/7 11am - 12pm	60 min	Synchronous Learning Session (SLS): Effective Tutoring in Reading	Elementary (K-5)	<ul style="list-style-type: none"> Teaching foundational reading skills Developing text reading fluency Supporting vocabulary development and reading comprehension Considerations for effective reading tutoring (e.g., group size, dosage) 	Liz Stevens
10/12 11am - 12pm	60 min		Secondary (6-12)	<ul style="list-style-type: none"> Proficient word reading Developing text reading fluency Supporting comprehension of complex texts Considerations for effective reading tutoring with older students (e.g., group size, dosage) 	Phil Capin
10/13 11am-12pm	60 min	SLS: Effective Tutoring in Mathematics	Elementary (K-5)	<ul style="list-style-type: none"> Fluency building warm-up Review of mathematics vocabulary Instruction (start conversation about representations) Review Examples from Pirate Math Equation Quest 	Sarah Powell
10/17 2-3pm	60 min		Secondary (6-12)	<ul style="list-style-type: none"> Fluency building warm-up Review of mathematics vocabulary Instruction (start conversation about representations) Review Examples from Project STAIR 	Sarah King
9/28 3-4pm 10/4 10-11am 10/14 1-2pm 10/19 2-3pm ET	4 hours	Sarah Office Hours	K-12	<ul style="list-style-type: none"> Provide follow-up support to practitioners 	Sarah Powell
9/29 2-3pm; 9/30 3-4pm; 10/4 12-1pm; 10/12 11-12pm	4 hours	Sharon Office Hours	K-12		Sharon Vaughn

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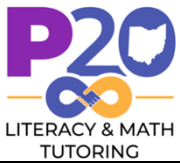
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9/30, 10/7, 10/14 10/21: 1 - 2pm	4 hours	Phil Office Hours	K-12		Phil Capin
10/26 at 11am	50 min	COP 2: Explicit Instruction with Feedback	K-12	<ul style="list-style-type: none"> Modeling as dialogue between teacher and students Practice including guided practice and independent practice Feedback including asking questions, asking students to frequently respond, and providing corrective and affirmative feedback 	Sharon Vaughn Sarah Powell
	40 min	COP 2 Elementary Breakout	K-5	<ul style="list-style-type: none"> Key ideas presented in the COP are further discussed and situated in grade level expectations 	Sarah Powell
	40 min	COP 2 Secondary Breakout	6-12	<ul style="list-style-type: none"> Key ideas presented in the COP are further discussed and situated in grade level expectations 	Sharon Vaughn
11/9 at 11am	60 min	SLS: Explicit Instruction in Reading	Elementary (K-5)	<ul style="list-style-type: none"> Modeling through think aloud Guided practice with multiple opportunities for practice Gradually releasing responsibility through independent practice with scaffolds High-quality Feedback 	Liz Stevens
11/8 at 2pm	60 min		Secondary (6-12)	<ul style="list-style-type: none"> Modeling through think aloud Guided practice with multiple opportunities for practice Gradually releasing responsibility through independent practice with scaffolds High-quality Feedback 	Phil Capin
11/7 11-12pm	60 min	SLS: Explicit Instruction in Mathematics	Elementary (K-5)	<ul style="list-style-type: none"> Modeling in mathematics Guided practice opportunities Considerations for independent practice Representations within instruction Feedback 	Kate Berry
11/10 at 11-12pm	60 min		Secondary (6-12)	<ul style="list-style-type: none"> Modeling in mathematics Guided practice opportunities Considerations for independent practice Representations within instruction Feedback 	Sarah Powell

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11/7 3-4 11/15 10-11am 11/17 2-3pm 12/2 10-11am	4 hours	Sarah Office Hours	K-12	<ul style="list-style-type: none"> ● Provide follow-up support 	Sarah Powell
11/1 (11-12) 11/2 (1-2) 11/3 (4-5) 11/7 (2-3)	4 hours	Sharon Office Hours	K-12		Sharon Vaughn
11/4, 11/16, 12/22, 12/8: 10am	4 hours	Phil Office Hours	K-12		Phil Capin
11/9 10am-1pm ET	180 min	Action Forum 1: Data-Based Decision Making	All	<ul style="list-style-type: none"> ● Review of data-based decision-making framework ● Goal setting ● Progress monitoring ● Determining progress ● Making adaptations 	Sarah Powell Phil Capin Melodee Walker
Will schedule 2023 at a later time	50 min	COP 3: Developing Fluency	All grades (K-12)	<ul style="list-style-type: none"> ● Definition of fluency as doing something easily and accurately ● Importance of fluency on the pathways of learning 	Sarah Powell Phil Capin
	40 min	COP 3 Elementary Breakout	K-5	<ul style="list-style-type: none"> ● Key ideas presented in the COP are further discussed and situated in grade level expectations 	Sarah Powell
	40 min	COP 3 Secondary Breakout	6-12	<ul style="list-style-type: none"> ● Key ideas presented in the COP are further discussed and situated in grade level expectations 	Phil Capin
TBD	60 min	SLS: Developing Fluency in Reading	Elementary (K-5)	<ul style="list-style-type: none"> ● Evidence-based practice for supporting word reading fluency ● Supporting text reading fluency through modeling and repeating reading routines 	Phil Capin
TBD	60 min		Secondary (6-12)	<ul style="list-style-type: none"> ● Supporting text reading fluency through modeling and repeating reading routines ● Integrating fluency and reading comprehension instruction 	Liz Stevens
TBD	60 min	SLS: Developing Fluency in Mathematics	Elementary (K-5)	<ul style="list-style-type: none"> ● Fluency with counting ● Fluency with whole-number computation ● Fluency with fractions 	Sarah Powell
TBD	60 min		Secondary (6-12)	<ul style="list-style-type: none"> ● Fluency with decimal computation ● Fluency with integer computation ● Fluency with algebraic thinking” (encompassing table forms, graph forms, table expression forms). 	Elizabeth Hughes

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TBD	3 hours	Sarah Office Hours	K-12	<ul style="list-style-type: none"> Provide follow-up support 	Sarah Powell
TBD	3 hours	Sharon Office Hours	K-12		Sharon Vaughn
TBD	3 hours	Phil Office Hours	K-12		Phil Capin
TBD	180 min	Action Forum 2: Engaging and Motivating Students Through Effective Tutoring	All	<ul style="list-style-type: none"> Establishing and maintaining student engagement through evidence-based tutoring Motivational supports during effective tutoring (e.g., providing choice, using hands-on materials, taking advantage of interesting texts and game-like activities, cooperative learning) Motivational strategies for promoting sustained interest in reading and math (e.g., goal setting, progress monitoring, graphing and reflecting on progress) 	Sarah Powell Phil Capin Melodee Walker
TBD	50 min	COP 3: Texts and Representations	All grades (K-12)	<ul style="list-style-type: none"> Essentials of choosing appropriate texts – in both reading and mathematics (through word problems) Use of representations for understanding (graphic organizers, visuals, hands-on tools) 	Sarah Powell Liz Stevens
	40 min	COP 3 Elementary Breakout	K-5	<ul style="list-style-type: none"> Key ideas presented in the COP are further discussed and situated in grade level expectations 	Sarah Powell
	40 min	COP 3 Secondary Breakout	6 - 12	<ul style="list-style-type: none"> Key ideas presented in the COP are further discussed and situated in grade level expectations 	Liz Stevens
TBD	60 min	SLS: Texts in Reading	Elementary (K-5)	<ul style="list-style-type: none"> Selecting texts to support reading fluency Choosing narrative texts to support text comprehension Selecting information texts and providing supports when reading complex information texts 	Liz Stevens
TBD	60 min		Secondary (6-12)	<ul style="list-style-type: none"> Selecting texts to support reading fluency Identifying complex informational texts Providing supports to struggling secondary readers when reading complex texts 	Phil Capin
TBD	60 min	SLS: Representations in Math	Elementary (K-5)	<ul style="list-style-type: none"> Review of 10 hands-on tools for mathematics learning Importance of number lines Access to virtual manipulatives 	Kate Berry
TBD	60 min		Secondary (6-12)	<ul style="list-style-type: none"> Review of 10 hands-on tools for mathematics learning Importance of number lines Access to virtual manipulatives 	Sarah Powell



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TBD	3 hours	Sharon Office Hours	K-12		Sharon Vaughn
TBD	3 hours	Phil Office Hours	K-12		Phil Capin