

Tutor Coaching: How to Get the Most from Your Tutors

Welcome! Please write into the chat:

- Where are you joining from?
- What is the biggest barrier to sustaining tutoring in your context?



Tutor Coaching: How to Get the Most from Your Tutors

High-Impact Tutoring: Solutions from the Field Webinar Series - Fall 2026



NATIONAL STUDENT
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SCALE Initiative
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NSSA is devoted to translating promising research about how high-impact tutoring can benefit students, particularly those in underserved communities, into practical tools and guidance.

Our mission is to accelerate the growth of high-impact tutoring opportunities for K-12 students in need.



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TOPICS

10+

SPEAKERS

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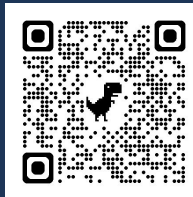
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Tutor Coaching: How to Get the Most from Your Tutors

Session Objectives:

- Understand the **importance** of tutor coaching.
- Identify effective **practices** and common **challenges** in tutor coaching.
- Learn how **two districts** operating in different contexts approach tutor coaching.
- **Take away** concrete practices for how to best **integrate tutor coaching** into your tutoring program.

HouseKeeping

- **Recording:** This session is being recorded. The recording and slides will be emailed to all registrants.
- **Captions:** Live captions are available. Select the captions button at the bottom of your screen.
- **Questions:** Please submit questions in the Q&A box. We will answer as many as time allows.
- **Chat:** Use the chat to introduce yourself and share resources.
- **Technical help:** Message Zeisa Vieira in the chat
- **Follow-up:** Please complete the short survey at the end of the session.

Who Is in the Room?



Tutor Coaching: How to Get the Most from Your Tutors

Welcome! Please write into the chat:

- 1. Where are you joining from?**
- 2. What role do you play in tutoring?**
(District level leadership, School level leadership Educator, Tutor)
- 3. What stage of implementation is your program currently operating?**
(Planning stages, Early implementation, Up and running, Ready to grow)
- 4. Which group makes up most of your tutors?**
If you are a tutor, choose the group you belong to. (ex. Certified teachers, Paraeducators, College students or recent graduates, Community volunteers, Staff from an outside tutoring provider, A mix, Unsure)
- 5. What is the biggest barrier to sustaining tutoring in your context?**

What Is “High-Impact” Tutoring?



What Is High-Impact Tutoring?



In short, high-impact tutoring is:

★ **Intensive**

3x each week, about 30 mins

★ **Relationship-based**

Same well-trained tutor every time

★ **Individualized**

Lessons match students' needs

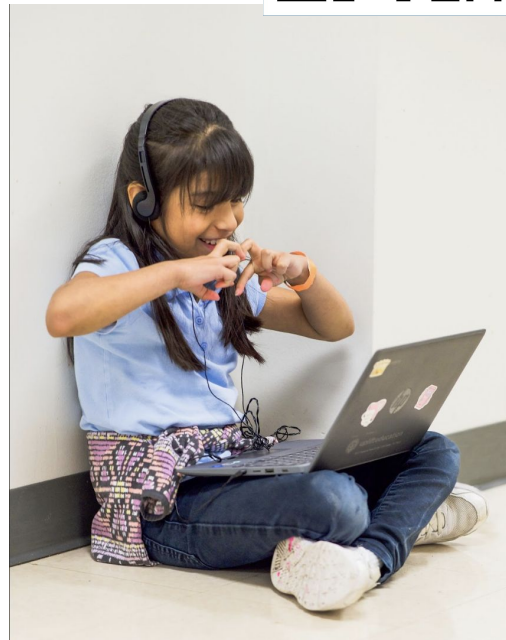
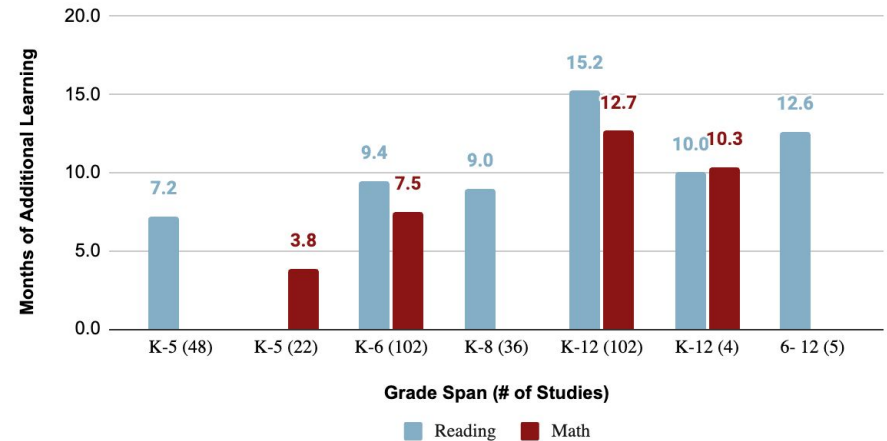


Photo credit: OnYourMark

Why Do High-Impact Tutoring?

- Many research studies show that students who participate in one year of high-impact tutoring can gain an additional **3–15 months of learning** beyond what they typically learn in a school year.
- This means that **students who are behind grade level particularly benefit** from tutoring.

Months of Additional Learning for Students in the Median Grade Level



[Sources](#)

Who We Are



Who We Are



Holly Windram

Executive Director,
Michigan Education Corps

Holly Windram, PhD, is Executive Director of Hope Network's Michigan Education Corps and an education leader with more than two decades of experience helping schools, districts, and state partners implement evidence-based student supports. Since 2012, she has led the statewide growth of Reading Corps and Math Corps, building practical coaching and high-impact tutoring systems that strengthen implementation and accelerate student learning in reading and math.



Who We Are



Erin Kaluza

Instructional Coach,
Fargo Public Schools

Erin Kaluza has served as an Instructional Coach since 2012. Before that, she taught 5th and 6th grade in Idaho. As an Instructional Coach, Erin partners with teachers in her K–5 building to strengthen instruction through collaborative planning, data-informed decision making, and high-impact instructional practices. She helps educators create clear pathways to student mastery by aligning standards, curriculum, assessment, and targeted interventions, and she builds practical systems that support the success of every learner.

Who We Are



Maura O'Mahony

Learning and Impact Manager, North
Carolina Education Corps

Maura O'Mahony is the Learning & Impact Manager at North Carolina Education Corps, where she leads recruitment, learning, evaluation, and implementation for a statewide high-dosage tutoring program while supporting district partners. With more than 15 years of experience in education, she has served as a teacher, instructional coach, MTSS coordinator, and assistant principal.

Who We Are



Kesha Ruppe

Director of Elementary Curriculum and Literacy,
Lincoln County Schools

A 21-year veteran of Lincoln County Schools, Kesha Ruppe serves as the Director of Elementary Curriculum and Literacy, overseeing instructional programming across 13 elementary schools and guiding 17 high-impact tutors. Having also served as a classroom teacher, Title I educator, instructional facilitator, and district lead teacher, Kesha brings deep, practical experience to district-wide leadership.

Why Is Tutor Coaching Important?



1. Coaching reinforces **effective practices**.
2. Coaching drives **continuous improvement**.
3. Coaching **matches** tutor support to individual needs.
4. Coaching can encourage **tutor retention**, which research links to tutor effectiveness.

Tutor Coaching: What We Know



What Effective Tutor Coaching Looks Like



- **Build trust & purpose** — strong relationships, connection to mission, and two-way communication
- **Coach continuously** — ongoing learning, observation, and timely feedback
- **Make feedback actionable** — targeted guidance, practice, and opportunities to apply new strategies



- **Individualize support** — adapt coaching to tutor experience, student needs, and local context



- **Strengthen practice** — reinforce research-informed strategies and maintain consistency in core practices
- **Equip coaches for quality** — shared expectations, training, and resources for effective coaching



Common Challenges



- **Creating time and structures** → Build routine observation, feedback, and follow-up into coaching cycles
- **Balancing consistency with flexibility** → Establish clear core practices while allowing contextual adaptation
- **Supporting varied tutor experience** → Differentiate coaching based on tutor strengths, needs, and confidence

The North Dakota Study At-a-Glance

Can observation requirements be reduced for proven returning tutors without weakening quality?

24

RETURNING TUTORS

All had prior-year fidelity of 90% or higher.

12 + 12

RANDOM ASSIGNMENT

Reduced-observation model versus business as usual.

12 FEWER

OBSERVATIONS

On average for tutors in the reduced-observation group.

99%

FIDELITY

Average fidelity in both groups.

Bottom line: All tutors and administrators were invested in coaching.

Fewer required observations did not change fidelity or student literacy growth. Coaching and access to support continued.

Application in Practice: Use Data to Match Support to Need

Practical decision guide for leaders and coaches

Is the tutor new or still developing the routine?



More frequent observation, modeling, practice, and follow-up

Is fidelity or student-response data signaling concern?



Increase support and focus coaching on the specific gap

Is the tutor returning, high-fidelity, and responding well?



Reduce routine observations, maintain check-ins, and stay ready to intensify

Does the tutor have demonstrated competency/fidelity?



Right-size coaching frequency and type to fit tutor needs and skills

Application in Practice

Enough of the right support to protect quality for every student.

NON-NEGOTIABLES

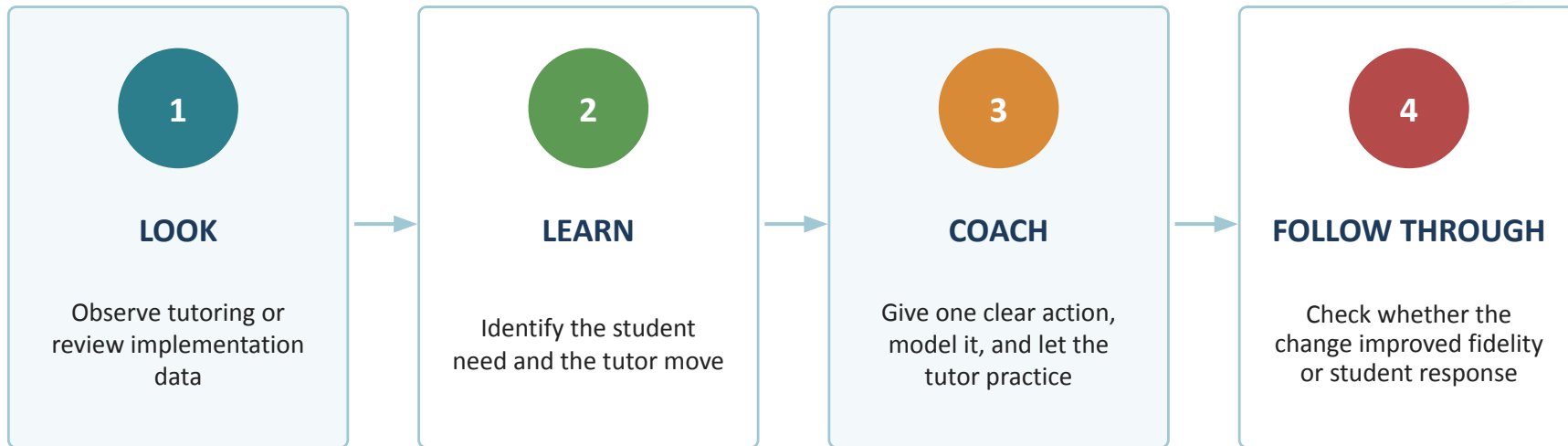
- ✓ Students receive the intended intervention
- ✓ Tutors use data and follow evidence-based routines
- ✓ Concerns trigger timely support
- ✓ Feedback is specific, actionable, and followed up

ADAPT TO CONTEXT

- ↔ Observation frequency and format
- ↔ Who provides day-to-day support
- ↔ Coaching focus and pacing
- ↔ Use of in-person, virtual, or data-review touchpoints

Application in Practice

Coaching is a continuous improvement rhythm, not a compliance event.



Leave every coaching interaction with one observable next step and a plan to revisit it.

Tutor Coaching: Lessons from the Field





Holly Windram

Executive Director,
Michigan Education Corps



Erin Kaluza

Instructional Coach,
Fargo Public Schools



Kesha Ruppe

Director of Elementary Curriculum and Literacy,
Lincoln County Schools



Maura O'Mahony

Learning and Impact Manager,
North Carolina Education Corps



Chayne Turano *(moderator)*

Quality Improvement Manager,
National Student Support Accelerator



Maria Tuzon *(moderator)*

Quality Improvement Administrator,
National Student Support Accelerator



Q&A



Resources



Scan the QR Code to access all one-pagers!



Tutor Coaching Resources

General High-Impact Tutoring Resources:

- [Toolkit for Tutoring Programs](#)
- [District Playbook](#)

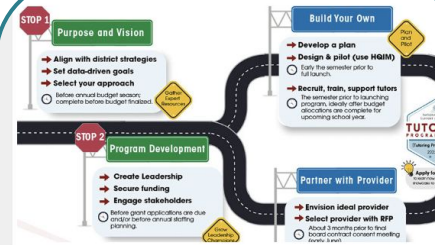
Specific Tutor Coaching Resources:

- The research on [Delivering Coaching and Feedback for Tutors](#)
- *Checklist:* [Ongoing Tutor Training, Supervision, and Support](#)
- *Reading:* [Tutor Coaching Feedback Guidance](#)
- *Checklist:* [Tutor Performance \(PDF Available\)](#)
- [Early Literacy Tutor Feedback and Individualized Coaching](#)
- *Checklist:* [Facilitation Moves](#)



Toolkit for Tutoring Programs

This Toolkit for Tutoring Programs is designed for tutoring programs seeking to implement high-impact tutoring programs.



District Playbook for High-Impact Tutoring

The District Playbook is designed for school district staff interested in implementing high-impact tutoring programs.





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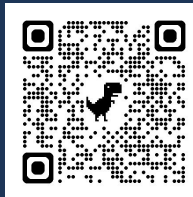
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Let's connect!

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NOW OFFERING

STRATEGIC ADVISING

Tailored Resources and Guidance on research, policy development, program design, and implementation in tutoring.



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equalizing access to quality tutoring

High-Impact Tutoring NEWS



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THANK YOU!

Please take our [post-webinar survey](#).

For additional information and resources, please visit <https://nssa.stanford.edu/>

Contact: info@studentsupportaccelerator.org



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