



# GREAT OAKS HIGH-DOSAGE TUTORING

*The GO Foundation*

The GO Foundation's high-dosage tutoring program places AmeriCorps members in historically under-resourced schools to implement innovative learning and mentoring strategies.

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## OVERVIEW

The GO Foundation offers a high-dosage tutoring program that flexibly complements math and ELA instruction in grades 3-12 and across different learning environments, particularly in systematically disadvantaged communities. Trained tutors and near-peer mentors—called Fellows—provide high-dosage tutoring (HDT) that (1) connects the same tutors with the same students over time, (2) occurs during the school day, and (3) limits tutoring group size to no more than four students. Tutoring sessions deliver personalized, rigorous content to entire cohorts in a school, not to only a select few. Students focus on content mastery and acceleration, are mentored around learning mindsets and positive self-identity, and form part of an academic community.

The GO Fellowship was founded on the premise that tutoring is a powerful educational equity opportunity that should be made widely available, not simply to the wealthy or well-connected. The model has a dual mission of equitable access and outcomes for all students and of inspiring a diverse pipeline of effective classroom teachers and lifelong advocates for educational justice. The GO Foundation has developed a series of best practices informed by academic research, including the research-based Design Principles for Effective Tutoring developed by the Annenberg Institute, as well as their experience implementing high-dosage tutoring in schools for over a decade. The GO Foundation's high-dosage tutoring model has reached over 10,000 students at schools in Connecticut, New York, New Jersey, and Delaware and is growing. The GO Foundation offers implementation and management services through a direct partnership and standalone advisory services for schools or districts seeking to launch a high-dosage tutoring program.



[▶ GO Foundation Overview](#)

## What Makes This Model Innovative?



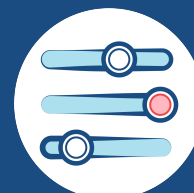
### High Expectations with Unlimited Opportunities

This model rests on the assurance that all students receive the academic and social support they need in school and during the school day—this ensures that every student is supported so as to reach their full human potential.



### Connection & Community

This model ensures that Fellows become a vibrant and supportive part of the learning community by collaborating frequently with instructional staff, students, and families and acting as mentors to their tutees, ensuring students are learning through small groups and in active, connective discussions.



### Customization

This model utilizes age-appropriate content and curricula from schools and adapts lessons and activities to meet the needs of every learner. In this way, every tutoring lesson is a relevant extension or support of classroom-aligned content.

## DESIGN

### Goals

The GO Foundation's high-dosage tutoring program aims to increase academic achievement by leveraging strong Fellow-student relationships for long-term improvements in graduation rates and college enrollment. They prioritize the following student outcomes:

#### Knowledge and Content Skills

Students practice content through individualized support to increase math fluency and computation skills as well as reading comprehension and fluency.

#### Learning Habits and Mindsets

Students experience comprehensive mentorship where they gain various social-emotional skills like positive self-identity, agency, and growth mindset.

## Experience

The GO Foundation's high-dosage tutoring model is offered to entire cohorts of students in math and ELA content areas. Their approach to implementation consists of: instruction for mastery, mentorship for leadership, and development of community. Together, these ensure tutoring is a rigorous and personalized learning experience for more students. The GO Foundation synthesized the ten essential elements of its high-dosage tutoring model to best describe the student experience and learning environments. [📄 GO's 10 Essential Elements](#)

### Instruction for Mastery

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Fellows utilize tailored tutoring materials for rigor and just-right support and deliver student-centered, personalized instruction during sessions. Tutorial materials are culturally responsive and relevant and engaging, and tap into students' passions and backgrounds. Curriculum is explicitly conscious of race, class, gender, equity, and inclusion and is connected to student experiences.

During sessions, students:

- Work in small, consistent groups of two to four students, which increases one-on-one instruction.
  - Practice student-centered math and ELA learning strategies to best master content (some include: higher-level questioning, discussion, and problem-solving in pairs, among others).
  - Receive tutoring as part of their weekly learning schedule.
  - Attend math and ELA sessions for a minimum of 90 minutes per week, but optimally daily for 30 minutes each day.
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### Mentor for Leadership

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Building caring and supportive relationships with students is essential to a GO Fellow's success. Fellows spend time with students to promote and develop positive self-identity, agency, and growth mindset. Mentoring sessions most often occur during the school day in advisory-like periods, though Fellows are encouraged to build relationships with students during the whole school day, as well as during after-school activities, enrichment periods, lunch, and arrival and dismissal times.

As mentors, Fellows check in with their students, listen to their problems or concerns, and encourage them to pursue interests and talents. Most often during mentoring, students experience:

- Close partnerships with near-peer Fellows through weekly check-ins focused on emotional growth.
  - Building relationships with a trusted, consistent adult they feel they can talk to.
  - Encouragement for investment in their own success and positive, efficacious mindsets.
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- Accountability as well as productive and honest conversations around attendance, work completion, wellness, and mental health.
  - Practice with goal setting and reflecting on progress and achievements around their personal and academic goals.
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## Develop a Community

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Fellows actively participate in school activities, both in and out of classrooms, to ensure they are an authentic part of students' learning experiences. Fellows work closely with school-based teachers on curriculum alignment, attend community events, communicate with families on students' progress, and fill in as support staff as needed. Fellows work with students to learn about and incorporate anti-racist social justice practices into their approach toward being a part of a diverse and equitable community. Students are supported to see themselves as agents of change who have the responsibility to use their leadership in their community.

The emphasis on community and individual empowerment ensures that students experience:

- Regular updates to their parents or families from Fellows via phone, email, and in-person about their academic progress, at a minimum of twice a month.
  - Engaging morning routines that welcome students to school and after-school programming that offers enrichment opportunities, both run by Fellows.
  - Active support from trusted adults outside of the classroom, such as sports games or talent events.
  - A model for love of learning and having strong connections to school.
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## Supporting Structures

GO high-dosage tutorials can be integrated into a school's overall model but will require some shifts to the daily schedule, adult roles, approach to school community and culture, and family partnerships.



### CURRICULUM, INSTRUCTION, & ASSESSMENT

**Schools must provide Fellows with a standards-aligned curriculum and assessments that can be adapted for tutoring sessions as well as systems that support collaboration around small-group instructional practices.**

Fellows and teachers work collaboratively to ensure curriculum, instruction, and formative assessments are aligned to class content. This model relies heavily on school-based materials, which Fellows then tailor and modify to benefit specific cohorts or small groups of students. As such, Fellows focus on the implementation of a high-quality curriculum guided by the GO Foundation and partner schools. [Sample Tutoring Lesson Plan](#)

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## SCHOOL COMMUNITY & CULTURE

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**The school culture must support a seamless integration of Fellows into its community in order for them to best contribute to each school.**

Fellows work with teachers, staff, and administration to understand the school culture and become contributing members of the school community—in fact, more than three-quarters of Fellows lead after-school activities.

Fellows often take on community leadership roles, contribute to enrichment and after-school events, create trusting friendships with teachers and students, and seek to be valuable contributors to the learning community.

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**It is important that school-based staff partner with GO to support Fellows' training and coaching. Recruitment, hiring, and placement is done by the GO Foundation.**

The GO Foundation recruits and hires AmeriCorps volunteers, career-changing professionals, and recent graduates interested in entering the educational field. Schools and the GO Foundation work together to provide professional development that supports these young professionals and their career aspirations. [📄 Sample Onboarding & Training Guide](#)



## ADULT ROLES, HIRING, & LEARNING

A site-based coordinator collaborates closely with GO to ensure the program is running smoothly at implementing sites. The GO Foundation team also collaborates with the site-based coordinator and school leadership to design and implement tailored professional development to build key skills, mindsets, and beliefs necessary for success. In turn, Fellows provide individualized attention to more students as well as passion and energy as near-peer mentors. [📄 Fellows' Arc of Development](#)  
[📄 SEL as Racial Equity Work](#)

Fellows who show the greatest promise have the opportunity to pursue teacher certification through GO's Teacher Residency. Establishing this pathway into teaching is an increasingly important part of the GO Foundation's mission to increase the teacher pipeline. [📄 Teacher Residency Program Description](#)

To promote DEIA values, GO also trains Fellows to become Equity Champions, who gain an understanding of key frameworks and historical context, as well as teaching facilitation strategies for doing DEIA work in their schools and communities.

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**The GO Foundation’s HDT model must offer at least 90 minutes of tutoring for ELA and/or math over the course of a week but can be adapted to various schedules.**



**SCHEDULE & USE OF TIME**

School schedules must allow for a minimum of 90 minutes of ELA or math tutorial throughout the week—GO recommends meeting at least three times a week. Here are some sample schedules:

- A station rotation model, where at least 20-30 minutes is set aside for small group work with Fellows running tutorials. This works predominantly in elementary schools.
- A standalone block, where tutorials are scheduled like a “specials” class. This works predominantly in middle schools. [Sample Fellow Schedules](#)
- Integrated into content blocks, where fellows join math and ELA classes and have defined tasks with a consistent group of students for a specific amount of time. This often works in high schools, where seat time requirements often drive scheduling needs and standalone or station blocks are not as common.

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**Locating and leveraging short- and long-term funding streams is essential in order to equitably serve larger cohorts of students.**



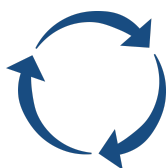
**BUDGET & OPERATIONS**

GO has prioritized offering its tutorial program to larger cohorts of students in order to increase and normalize equitable access to high-quality academic interventions. Research suggests that relative to its per pupil cost, a targeted, in-class tutoring program done in high doses is cost effective; however, doing so for larger cohorts of students can be financially challenging. The GO Foundation partners with schools to support them in locating and leveraging sustainable funding streams as well as planning around staffing, scaling, and direct program implementation.

We encourage you to reach out to this model for more information on their implementation journey and partnership opportunities.

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**The GO Foundation supports schools in setting up data and information systems that allow Fellows to track students' academic progress in real time.**



**CONTINUOUS IMPROVEMENT**

The GO Foundation is committed to continuous improvement both at its organizational level and in its program. In alignment with this commitment, they enter data-sharing agreements with each school partner to collect data that helps track progress and support programming. These data include: student assessment results, student demographics, tutor observations, tutor demographics, and student,

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tutor, school leader, and other surveys. GO Foundation works closely with partner schools to monitor implementation and analyze results to ensure goals are met.

Another way the GO Foundation implements continuous improvement in schools is through working with research partners to identify strategies to improve program implementation, Fellow training, and student outcomes. The findings are shared with leadership teams at partner schools, and an action plan is collaboratively created to improve identified indicators. GO partners with schools to develop school-specific priorities to tailor implementation. This commitment to continuous improvement ensures that partner school feedback is valued, appreciated, and acted upon.

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# IMPLEMENTATION

## Supports Offered

[The GO Foundation](#)'s high-dosage tutoring program offers the following supports to help you implement their model.

### High-Dosage Tutoring Partnership

*Cost Associated*



A GO high-dosage tutoring program partnership includes support for program implementation and Fellow development.

- Program Implementation: Provides direct, consistent, and actionable support in program start up, program fidelity, and Fellow management.
- Fellow Development: Supports Fellow growth in Mindsets & Beliefs, Instructional and Professional Skills, and Mentoring, as well as offering resources for post-AmeriCorps pathways.
- Recruitment: Prioritizes recruiting a diverse group of tutors whose backgrounds reflect students; in school year 2023, 71% of Fellows identify as people of color, and the cohort cumulatively speaks 21 different languages.
- Compliance: Manages all AmeriCorps grant compliance, all required Fellow federal and locality background and security checks, and Fellow payroll.

[Express Interest](#)

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## Advisory Services

*Cost Associated*



The GO Foundation can share insights and learnings with schools at any point of their high-dosage tutoring journey. GO coaching and consulting services can provide:

- **Site Visits:** Great Oaks Charter School's open-door policy encourages site visits so that all can see a high-dosage tutoring program on the ground. Please reach out to the GO Foundation contact to schedule your visit.
- **Coaching:** GO leaders can offer on-the-ground coaching, resources, and ongoing mentorship to support your context's high-dosage tutoring model.
- **Consulting:** The GO Foundation's 12-year HDT implementation journey is rich with experiences and research-backed insights on classroom and organizational level strategies. Reach out to the contact below to learn more.

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### [Get in Touch](#)

## Culturally Responsive Education Designers (CRED)

*Cost Associated*



The GO Foundation is dedicated to Diversity, Equity, Inclusion, and Anti-Racism (DEIA) and offers curriculum training called Culturally Responsive Education Designers (CRED). CRED is a professional learning community that fosters collaboration to improve teaching and learning by putting students at the center of the learning process and emphasizing lessons that are culturally responsive.

### [Get in Touch](#)

## Reach

14

Schools

3,300

Students

71%

Fellows Identify  
as BIPOC

96%

Students Identify  
as BIPOC



## Impact

A recent program brief provides evidence of initial growth and overall positive impacts of integrating GO's high-dosage tutoring model. [CPRL, 2021](#)

### Students who receive high-dosage tutoring from GO tend to show higher achievement and greater persistence.

- The average **academic performance** of students participating in GO's HDT program is greater than that of students not enrolled.
- Students participating in GO's HDT program **meet ELA expectations** at a higher rate than those not enrolled.
- Students enrolled in the GO HDT program **graduate** at a higher rate than the district average.

### Most fellows who tutor with GO express feeling prepared to support their students, and many go on to full-time education careers.

- Beginning and end-of-year survey results show an 11% growth in Fellows' perception of their ability to **deliver all necessary content** during sessions, **explain complex thinking** to students, and **increase collaboration** between students.
- About 80% of Fellows say they **feel capable of coaching and mentoring** their students after working with GO.
- Almost 30% of Great Oaks Legacy Charter School's instructional, operation, and leadership staff **were once Fellows**.

### Families of students who receive GO's high-dosage tutoring express more positive feelings about their schools.

- The families of students enrolled in GO's high-dosage tutoring programs tend to **view their schools more favorably** than families without students in the program; the GO-NYC high school ranked among the 99th percentile on family satisfaction out of a nationally representative sample.

## Contact

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Director of Program Improvement and Research

[azandieh@greatoakscharter.org](mailto:azandieh@greatoakscharter.org)

# RESOURCES



## GO Foundation Fellowship Program Overview

An overview video that shows what a day of service is like for a GO Fellow.



At the GO Foundation, we recruit, train, and support a corps of young adults who are placed as Fellows in GO partner and charter schools, where they tutor students as part of a year of service through the federal AmeriCorps program. The 10 essential elements of GO's approach are:

- Tutorial Population:** Tutoring is provided to a complete cohort of students – whole school, whole grade or whole classroom – in grades 3 through 12.
- Yearly Mentoring Ratio:** Fellows are assigned to work intensively with up to 15 students over the school year, a small enough cohort to position a Fellow to be able to meaningfully mentor those students.
- Tutorial Group Size:** In an average tutorial, a Fellow is paired with 2 students and is not scheduled to tutor more than 4 at a time.
- Tutorial Location:** Tutoring is provided in person, not online, and is structured to allow a Fellow to connect individually with students and provide genuine mentorship.

## GO's 10 Essential Elements

This one-pager lists the ten elements that make up GO's high-dosage tutoring program.

Week 1: Shared Reading

	Day 1: Main Idea	Day 2: Craft & Structure	Day 3: Response to Literature
5 mins	Do Now		
	Quick check-in with students	Review the main idea from Day 1. Emphasize specific points in response to student work from Day 1.	Review the main idea from Day 1 and the craft & structure from Day 2. Emphasize specific points in response to student work from Day 2.
5-7 mins	Launch & Preview		
	During the preview, students: Identify the genre and genre frames. Gather any initial ideas	Introduce the questions students will be answering on day 2.	Introduce the response to literature question for the day. Dissect question so students are ready to read the text with the purpose of

## Sample Tutoring Lesson Plan

This sample lesson plan provides the timing and content of a traditional GO ELA shared reading session.

**Fellows Onboarding & Training Guide for New Partners**

**Overview:** The onboarding and training of new Fellows is a collaborative effort of the Great Oaks Foundation and site leadership. This document is intended as a starting point for that collaboration.

**Meet hours on first day of training:**

Objectives:	Led by GO:	Led by Site:
<ul style="list-style-type: none"> <li>Fellows understand that their role in the school is important and needed</li> <li>Fellows get to know each other and their motivations for serving</li> <li>Fellows understand their rights and responsibilities as AmeriCorps members</li> </ul>	<ul style="list-style-type: none"> <li>AmeriCorps Rights &amp; Responsibilities Session (60 mins)</li> <li>AmeriCorps Member Service Contract</li> <li>AmeriCorps Member Problem Solving Procedure</li> </ul>	<ul style="list-style-type: none"> <li>Welcome to the school and general orientation</li> <li>Team building/lightning to know you activities                             <ul style="list-style-type: none"> <li>None Life Maps have been a hit with Fellows in the past</li> </ul> </li> </ul>

**Meet hours by end of first week of training:**

Objectives:	Led by GO:	Led by Site:
<ul style="list-style-type: none"> <li>Fellows have a clear vision for what success in this role will look like</li> <li>Fellows are fluent in site-specific and Great Oaks wide policies that affect their employment</li> <li>Fellows understand how and why to track their on-site hours</li> </ul>	<ul style="list-style-type: none"> <li>AmeriCorps Logistics Session (75 mins)</li> <li>Service Hours Verification</li> <li>Hours Tracking in AmeriCorps</li> <li>Additional Hours Procedures</li> <li>Introductory Session focused on Diversity, Equity, Inclusion &amp; Anti-Racism (90 mins)</li> <li>What are the lesson, metrics, and</li> </ul>	<ul style="list-style-type: none"> <li>Values of Excellence for the fellow role                             <ul style="list-style-type: none"> <li>Key responsibilities of Fellows at this site</li> <li>What does success look like in this role?</li> <li>What supports and resources are available to them?</li> </ul> </li> </ul>

## Sample Onboarding & Training Guide

A high-level overview of Fellow onboarding objectives and how the GO Foundation and partner sites distribute responsibilities.

Domain	Focus	Mission Objectives	Suggested Time
Instruct	Responding to Students	FWSAT FWSAT FWSAT on the High school ELA standards for their assigned grade/level	30 minutes
	Clarity	Present content meaning clearly and explicitly, with well-chosen examples and culturally relevant language	30 minutes
	Expectations and Checks for Understanding	FWSAT learn to develop shared expectations for learning communities in their cultural context and make those explicit. FWSAT learn to use our observation tools that align with the key points of the lesson	30 minutes
	Engagement	FWSAT identify strategies to use to ensure that students are engaged. This includes positive framing, clear "to do" directions followed by positive narration and lightning quick instructions, and feedback	30 minutes
	Lesson Materials	FWSAT review and refer to the lesson prior to instruction FWSAT ensure all materials are prepared and ready for use before the students arrive. Our observation tools help align with the key points of the lesson	30 minutes
Mentor	Analysis	FWSAT review and refer to the lesson prior to instruction FWSAT ensure all materials are prepared and ready for use before the students arrive. Our observation tools help align with the key points of the lesson	30 minutes
	Virtual Teaching Strategies	FWSAT build a repertoire of virtual teaching strategies that you've used to use with your students. Tools include Doug Lemov's "Disrupt the Screen", Newspeak, ICAF Framework, Google and Zoom	30-60 minutes
	Student Relationship: Defining Your Role as Mentor & Coach	FWSAT develop appropriate connections to youth that promote student achievement and define how to use time and resources to students	30-60 minutes
	Student Relationship: Child Development	FWSAT identify key characteristics of development during the early years of a child's life. FWSAT develop developmentally appropriate practices for engaging students in elementary aged youth	30-60 minutes
	Student Relationship: Restorative Practices	FWSAT maintain a stance that reflects and restores. FWSAT implement a variety of strategies to respond to challenges, reflect on experiences, and repair relationships. FWSAT successfully negotiate difficult conversations with students, families, and	30-60 minutes
Teacher Tools	Restorative Trauma & Coping in the New Normal	FWSAT define trauma and understand its impacts on the brain. FWSAT develop an understanding of how to support students who have experienced trauma and how to help them. FWSAT practice ways to address students about the pandemic	30-60 minutes
	Teacher Tools	FWSAT practice ways to address students about the pandemic. FWSAT balance between and stick at the same time to send a message of high expectations, caring, and respect	30-60 minutes
	Growth Mindset	FWSAT manage their emotions to consistently promote student learning and achievement	30 minutes
	Strengthening Family Support: Intensive Engagement & Outreach	FWSAT differentiate between their needs and create equitable, respectful, and collaborative ways to get in the way of growth. FWSAT identify strategies, systems, and structures that support their work. FWSAT identify strategies for successful operations to working with families. FWSAT articulate their plans for reaching 20%	30-60 minutes

## Fellows' Arc of Development

A tool for planning professional development. This resource lists Fellows' expected learning objectives across each program component.

### Social and Emotional Learning: As Racial Equity Work

Richard Denor  
Director of Youth Development at GO Foundation  
10.31.2022

## SEL as Racial Equity Work

The slide deck from a professional development session about reframing Fellow mindsets to conceptualize social-emotional learning as racial equity work.

**The Great Oaks Teacher Residency**  
Great teachers are homegrown.

**Program Details**

The Great Oaks Teacher Residency is a site-based embedded teaching apprenticeship that provides participants with a pathway into classroom teaching at

## Teacher Residency Program Description

A document that describes the details, requirements, and

	8th Grade			
Time	801	802	803	804
8:00-8:30 (30 min)	Advisory			
8:32-9:27	ELA Robinson Johnson + 2 Fellows	Science Holder Serrano	Social Studies Turner Brown	Math Chavarría Hadera + 3 Fellows
9:29-10:24	ELA Tutorial Manghin +5 Fellows	ELA Robinson Johnson + 1 Fellow	Science Holder Serrano	Math Tutorial Dickerman +6 Fellows
10:26-11:21	Math Chavarría Hadera + 3 Fellows	ELA Tutorial Manghin +5 Fellows	ELA Robinson Johnson + 1 Fellow	Social Studies Turner Brown

## Sample Fellow Schedules

Explore how Fellows who tutor middle school students might spend their day.

### From Acorn to Seedling: Developing the Great Oaks Fellowship Program

GO Foundation

CPRL Center for Public Research and Leadership

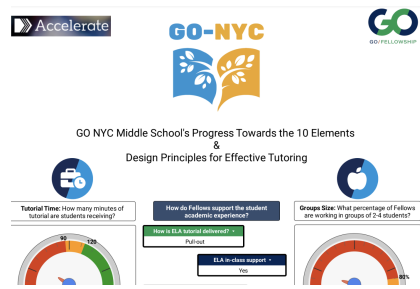
MAY 2022

## GO Fellowship CPRL Brief

A CPRL program brief that describes the encouraging

benefits of the GO Foundation's Teacher Residency program.

signs of the academic impact of GO's high-dosage tutoring model.



[Sample Dashboard](#)

A sample dashboard that shows a school's Progress toward GO's 10 Essential Elements and the Design Principles for Effective Tutoring.