

# Best Practices of an Effective SES Program

Rita Fentress, M.Ed.

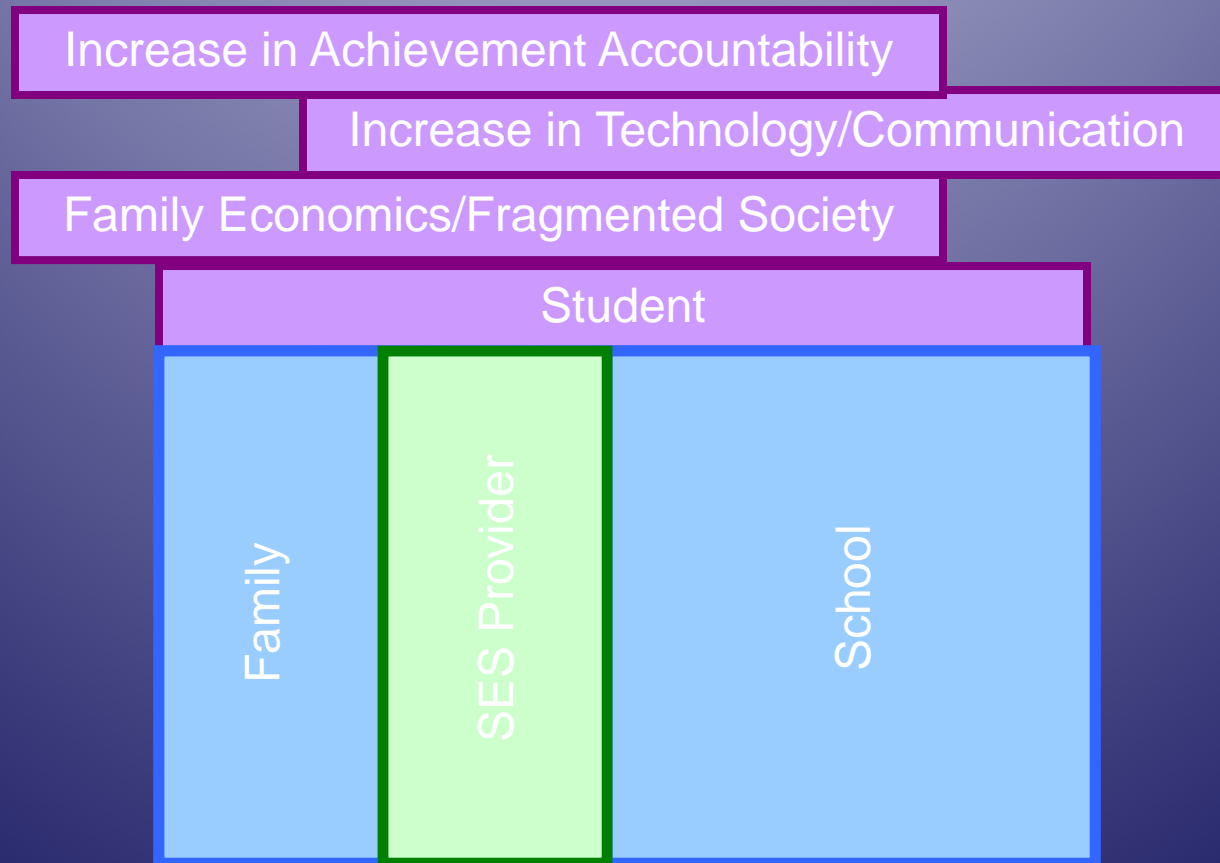
Laura Clark, Ed.D.

Eric Hilgendorf, Ph.D.



SES is  
Supplemental  
Educational  
Services

# Changing Educational Needs/Capacities





“Perhaps our difficulty in providing solutions is that our organizations are too big to handle the small problems and too small to handle the big problems.”

A. Giddens, Runaway World



How much can an LEA compensate?



*“The essence of learning effectiveness is the level of continuous student engagement.” - R. Lane*

What best practices in SES  
cultivate student engagement?

# 2009 SES Best Practices Study

- One (1) LEA
- Seven (7) schools
- Ten (10) providers
- Three (3) observers
- Sixty-five (65) observations
- Nine (9) insertion points
- Over 4.5 week period

# Engaging Tutors:

- Know student names
- Pay full attention to tutoring session
- Use tutoring time effectively
- Cultivate active learning
- Are able to customize the learning session
- Address learner diversity (cultural, developmental, behavioral and language)
- Use diverse, relevant learning strategies
- Incorporate questioning strategies
- Create a safe environment (academic, emotional and physical)

# Non-engaging Tutors:

- Exhibit unprofessional or unethical behavior
- Teach only via the scripted program
- Teach out of subject area with difficulty
- Overtly concentrate on student discipline
- Tolerate student apathy
- Disseminate incorrect information

# Engaging Providers



- Maintain low tutor : student ratio
- Supply healthy snack
- Oversee tutoring sessions on a regular basis using qualified educators
- Recruit, train and maintain quality tutors
- Have stability in attendance
- Are engaged in the school
- Allow tutors freedom to customize lesson plan for their students

# Non-engaging Providers

- Lack of appropriate materials
- Not involved at site level
- Minimal training in pedagogy and instructional management
- Minimal oversight of program
- Misplaced accountability

# How can schools assist?

- Provide school personnel to manage the school's program
- Create a process for communicating student needs to provider
- Demonstrate positive school culture
- Be open to collaboration, accept the provider as a means of re-engaging the student
- Recognize accomplishments of students and providers by school leadership

# The Role of School Leader

- Foster collaboration between school and provider
- Ensure continuum between school culture and provider culture
- Value the provider as a legitimate school partner in the student's education
- Identify the best person to serve as a liaison between the school and provider to ensure the above

# How can LEAs assist?

- Inform school leadership of SES
- Open channels of communication between schools and providers
- Encourage ethical practices within SES
- Inform and provide outreach to parents
- Monitor with intent to assist

# Correlation with National Studies

Features of high quality extended learning opportunities:

- A clear programmatic mission focused and challenging goals, and frequent evaluation that supports ongoing program improvement.
- An array of content-rich programming that engages participants and builds their academic and nonacademic skills.

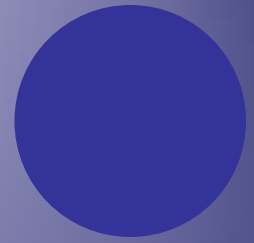
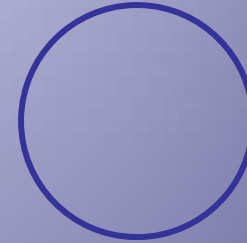
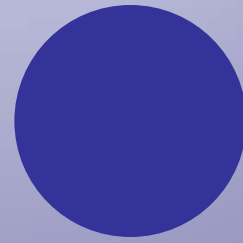
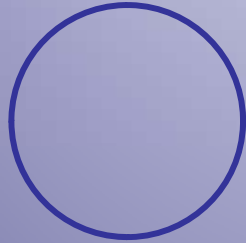
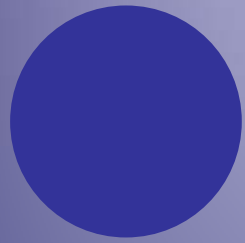
# Correlation with National Studies

- Positive, constructive relationships between staff and participants.
- Qualified, well-supported, and stable program staff.
- Low participant-to-staff ratio and appropriate total enrollment.
- Sufficient program resources and the ability to sustain funding over the long term.

*The Quality Imperative: A State Guide to Achieving the Promises of Extended Learning Opportunities, CCSSO, March 2009*

# 2009-2010 Best Practices Study

- One district
- Expanded scope of observations
- Additional variable for study
  - School culture
  - Attendance
  - Program alignment to state standards



Keep the focus  
on the student.