



Maryland Education Coalition

Web site - www.marylandeducationcoalition.org *** Email – md_education_coalition@gmail.com

August 30, 2018

Dr. William E. Kirwan, Chairman
Maryland Commission on Innovation and Excellence in Education
c/o Department of Legislative Services, Office of Policy Analysis
Legislative Services Building
90 State Circle, Annapolis, Maryland 21401

Re: MEC Comments on Tutoring as an Intervention for Students

Dr. Brit Kirwan, Chair and Members of the [Innovation and Excellence in Education Commission](#):

The [Maryland Education Coalition \(MEC\)](#) supports each of the concerns and recommendations provided by the **Education Advocacy Coalition for Students with Disabilities (EAC)** to the Kirwan Commission and urges the Commission to take them under consideration before finalizing recommendations. We also offer additional comments below.

MEC believes that evidence-based tutoring provided by highly qualified general education, Special Needs or Limited English Education professionals may only address one of several needs required to ensure all students perform academically up to their protentional. Evidence shows that many students may need qualified counselors, social workers or psychologists to identify and address the root causes of their academic delays. Some cases may require qualified health professionals. Characteristics of these students may include:

- Social-emotional or health issues
- Home, environment or community experiences
- Parent or guardian education level
- Qualifications and experience of classroom educators, especially in diverse classrooms

It is also important to note that some students identified as needing tutoring or additional educational supports may be identified and unidentified, and are often under-served Gifted & Talented or Twice-Exceptional students. These students often learn differently and at an accelerated rate. Often, they may be bored, unchallenged, and/or exhibiting behavioral concerns in a classroom that does not have a qualified educator to provide services to Gifted & Talented, Twice-Exception or High-ability students. Many educators are in diverse classrooms, based on ability or experience, requiring high quality differentiation of instruction.

In closing, MEC also believes that there are opportunities to offer additional academic supports within expanded Early Education, Community School and after-school programs. We also urge all administrators to ensure that providing any additional academic supports does not limit student access for physical activity, the Arts and other academic subjects. We also believe parents must be involved in the decision-making process.

Thank you for the opportunity for MEC, the EAC and our other partners and friends to provide comment and recommendations to the Commission. We look forward to continuing our interactive relationship.

Respectfully yours,

Rick Tyler & Bebe Verdery, Co-Chairs