Session Content

Session Content	
Implementation Checklist	• Sessions have curricula with high quality materials that maintain rigor. • Session content complements classroom materials to support student mastery. • Sessions focus on targeted learning goals informed by grade level standards, assessment data, and family and school input. • Sessions have a consistent structure with space for relationship-building, independent practice time, and formative assessment. • If Delivery Mode is Blended: High-quality research-based software is used to accompany session facilitation. • If Delivery Mode is Blended: Adaptive software provides tutors with concise, actionable data that informs future sessions. • If Delivery Mode is Blended: Tutors and teachers can select content for student practice sessions. • If Student-Tutor Ratio is Small Groups: Data are used to form purposeful, flexible small groups based on content needs.
Implementation Tools	• Aligning Tutoring Curriculum to School Curriculum • Personalizing a Tutoring Session • Accessibility Checklist • Tips for Creating Data-Informed Student Groups • Choosing and Using Blended Learning Software
Key Insights	**Tutors should have a comprehensive curriculum to follow. Any tutor, even a substitute or a tutor on their first day in the role, should be able to pick up a session plan and lead that session effectively.** • While some programs may choose to develop their own curriculum, it is not necessary to start from scratch. Programs can adopt pre-created, standards-aligned, rigorous instructional materials (or even entire curricula) for tutors to adapt to fit their students' needs. • You still can start from scratch. However, if you do, you need to finish designing the entire curriculum before the first tutoring session starts. Don't try to build a plane while it's flying. • Tutors' planning time should be spent on optimizing implementation, selecting examples, and building deep knowledge of how to teach them, not on creating resources themselves.

Tutoring is most effective when the curriculum complements students' classroom curriculum.

- If classroom materials are strong, your program should leverage these materials to plan session content. This alignment ensures that tutors are reinforcing the academic language and models of the classroom to support student learning. You may still opt to use a different curriculum than the classrooms your program serves. Regardless of the materials, tutors will want to focus on addressing students' underlying needs, not keeping pace with the classroom work. However, the curriculum and materials that tutors use should align with the relevant standards, and you should sequence sessions to support the work students do in their classrooms.

Every tutoring session should have a clear, specific learning goal.

- Both the tutor and the student should be able to articulate the goal at every point in the session, and both should be able to evaluate whether they have reached it by the end.
- Narrowing the focus of a session to a specific subtopic (e.g., decoding skills within literacy, or sourcing skills within writing) is an effective way to build in a steady stream of small victories that boost student (and tutor) morale and improve outcomes.

The most effective sessions are personalized to meet an individual student's needs.

- Student productivity and growth increase if the tutor can identify the missing or incomplete skills that are holding a student back and focus remediation and acceleration on those specific skills.
- Leverage data from informal and formal assessments to help identify and target specific skill needs for particular students. Ask students themselves what they are struggling with, too!

Personalized sessions should not focus exclusively on remediation, but also on acceleration.

- While students may need remediation on missing foundational skills, they will also need support in learning how to apply those skills to new, grade-level concepts to accelerate their learning going forward. Tutors must maintain a balance between the two with each student.

Model-Specific: If your Student-Tutor Ratio is Small Groups: Group students intentionally.

- Research suggests that grouping students based on their current skill level may be most effective (Zimmer et al., 2010).
- It also helps to pair English language learners together, particularly if their tutor speaks their native language. When your roster of bilingual tutors is limited, place them strategically!
- For students within small-group sessions who have larger skill gaps than other group members, tutors should strive to find one-on-one time with them to provide more personalized support.
- Depending on the length of the tutoring program, students may need to be re-grouped periodically. Students' relative skill levels change over time, so grouping students based on skill involves regularly reassessing students' skill levels and re-grouping them accordingly.

Model Specific: If your Delivery Mode is Blended: Benefits of blended learning.

- Blended learning offers opportunities for students to practice independently through tailored activities that capitalize on different learning modalities and further individualize instruction.
- If information about how a student is performing online is provided to tutors on a timely basis and in an actionable format, blended learning provides a wealth of knowledge and granular data to tutors about student learning that can help tutors explicitly target their live instruction.
- A blended learning program can reduce the frequency of tutor-student interaction while maintaining rigor, allowing the same number of tutors to serve more students.
- Research has shown that supplementing live instruction with effective blended learning software can be as effective as traditional tutoring.

Aligning Tutoring Curriculum to School Curriculum

Tutoring Curriculum Overview

While tutoring programs vary greatly in the content that is focused on during sessions, tutors should have a standards-aligned, rigorous, and grade-level appropriate curriculum to use during sessions. Having an established curriculum for tutors to follow ensures that tutors' planning time is spent optimizing implementation and building deep content knowledge, not creating tutoring session plans. Some tutoring program curricula respond directly to what students are working on in class during tutoring sessions by using the same curriculum as the classroom, and simply providing extension materials, while other programs may design their own curriculum to complement classroom instruction.

Example Tutoring Curriculum
Saga Sample Lesson and Activity: In the Saga Education tutoring model, the first half of each tutoring session focuses on addressing students' skill gaps with materials based on Saga's own curriculum. The second half of each session focuses on what students are learning in their classrooms. In this sample lesson and activity from Saga Education, you can see an example of a tutoring lesson that is provided to tutors. Notice how the materials are robust so that tutors can adjust them to meet the specific learning needs of their students.

What is curricular alignment?

Curricular alignment is the degree to which the curriculum used in tutoring is aligned to the student's classroom instruction. In tutoring programs with higher levels of curricular alignment, tutors use the same terminology and methods that the teacher uses in class whenever possible. While further research is needed to definitively say that tutoring interventions that are aligned to classroom curriculum make greater gains than those that are not, there is anecdotal evidence that successful tutoring programs make efforts to align their curriculum.

Why align your curriculum?

Aligning the tutoring curriculum with students' school curriculum accelerates learning and improves retention of skills and content both in school and at tutoring. Particularly if your Target is not Universal (you are not serving all students in a given population), your program exists to support what students do in school — either for particular students struggling to meet grade-level benchmarks (Problem-Driven Target) or at critical moments when students tend to fall behind in school (Curriculum-Driven Target). So to take the guesswork out of planning for tutors and boost the value of time spent at tutoring for students, leverage students' classroom curriculum to tweak your own.

Curriculum Alignment Checklist

This document provides suggestions that programs and tutors can take to align the materials they use with a school's curriculum. Tutoring Programs that partner directly with schools will likely have staff members who can liaise with the school or district in order to ensure that the curriculum is aligned.

However, even for programs not partnering with schools directly, there are simple ways tutors can try to stay informed of classroom content in order to make connections during tutoring.

This checklist will help you understand students' school context, gain access to school curricula, and design your own curricula.

Build a relationship with your students' teachers, school administrators, and/or families**.**

- If your program is not already embedded in a school, reach out to the school and get in touch with a person who can either access classroom information on your behalf or put your tutors in contact with their students' teachers.
- If school communication proves challenging, tutors/programs can also ask parents about curricula, textbooks, or materials.
- For summer or virtual programs, aligning your curriculum with the school district's is an optimal default.
- Providing schools, teachers and families with a rationale for why the program needs instructional materials and other classroom information makes information sharing easier and faster.

Request relevant instructional materials.

- **Scope and Sequence**: A detailed timeline of the topics, information, and skills covered over one school year. This can help tutors see the long-term arc of student learning, avoid overlap, and narrow down the content. Tutors can also use this information to determine what remediation of prerequisites students might need before more complex topics come up in class.
- **Unit Plans**: A detailed explanation of the content covered within a single unit. Units typically last 4-6 weeks and end with a cumulative summative assessment. A Unit Plan typically includes the standards covered in the unit, the lesson plan objectives and their order, a calendar, and the unit assessment. Unit Plans can help tutors identify the prerequisite skills and knowledge that students need as well as the grade level knowledge being taught.
- **Lesson Plans**: A detailed explanation of exactly how a teacher will instruct on a particular standard or learning goal. If lesson plans are available in advance, they can be useful for tutors to internalize and mirror terminology, review the content their students are learning, and see what their day-to-day learning experiences are like.
- **Textbooks**: Textbooks can sometimes serve as the entire curriculum for a classroom. If so, tutors will have access to all materials in one place! If the classroom is using multiple textbooks, asking for a teacher's scope and sequence as well will help the tutor focus on the parts of the textbook the class will cover (and in the right order).

Align your curriculum by reverse-engineering from classroom curriculum:

Depending on the design of the program, a program staff member will often support tutors in implementing a tutoring curriculum that is aligned with the student's classroom curriculum. However, involving tutors in the alignment process can help to build their content knowledge. Here is a list of steps to take to make adjustments to already established tutoring materials in order to ensure alignment with classroom instruction:

- Consider two fundamental questions when considering how to use school curriculum in planning:
    - What are the foundational **skills** students need to be successful in this curriculum?
    - What are the most important **standards** that students are learning in class?
- Adjust the tutoring scope and sequence to align with classroom curricula.
    - What prerequisite skills might students need to engage with upcoming content? Remediate ahead of time!
    - What skills or concepts are students learning in class right now? Provide opportunities to practice and apply them!
- Create supplemental materials based on students' classroom curricula.
    - Tutors should get feedback on materials from teachers or program staff to help ensure appropriate rigor.
    - Tutors should pinpoint likely misconceptions that students may hold about concepts or terminology within their classroom curricula and address these misconceptions preemptively during tutoring sessions.
- Pull out specific academic language and models used in students' classrooms and build them into tutoring content.
    - Prioritize terminology around conceptual understanding and academic behaviors to maintain expectations.

Personalizing a Tutoring Session

Why should tutors personalize their tutoring sessions?

The most effective sessions are personalized to meet an individual student's needs. Student productivity and growth will increase if the tutor can identify the missing or incomplete skills that are holding a student back and focus on those specific skills. Identifying and addressing these skill gaps requires tutors to use both quantitative and qualitative data to shape the content they include and the approach they use during sessions. This process involves regularly gathering data from the student — see the Data Use section's detailed tools for guidance on collecting, protecting, and reviewing student data.

What data should tutors use to personalize tutoring sessions?

Tutors should prioritize Mastery Data, which is any data collected that provides information on a student's mastery of the content or standard that is being taught.

Examples include:

- **"Exit Ticket" Data**: Routine end-of-session assessments measuring whether a student has mastered the learning goal of that day's tutoring session can give tutors an idea of which students need support with which content.
- **Student Work**: Schoolwork, tutoring activities, or assignments. Analyzing student work samples can provide guidance on a student's patterns of thinking, mastery, conceptual understanding, or strengths and weaknesses.
- **Data from Blended Learning Software**: If your program's Delivery Mode is Blended, high-quality software can give tutors access to a wealth of data on students' performance in each skill area and common misconceptions.
- **Standardized Assessment Data**: Tutors can use assessment data to identify the skills and concepts that students have mastered and the skills and concepts where students need remediation or learning acceleration.

Tutors should routinely collect data both on their students' content mastery and on their own instructional efficacy. If tutors can collect data through Exit Tickets, they can then use that data to inform the planning and personalization of their next session each time. If not, tutors can also analyze standardized assessment data to plan for personalization.

How should tutors use Mastery Data to personalize learning sessions?

First, identify potential student learning barriers. A student might not have fully accomplished their learning goals for a number of reasons. Without identifying the root cause of the lack of mastery, tutors might try to solve a problem the student doesn't actually have. Analyzing student assessment data or work sample data can help a tutor understand the barrier and plan a specific approach to address its root cause.

Then, plan for how to help. Based on the learning barrier identified, tutors should then customize their session plan to support their student to full mastery. This process is useful both when a student did not

accomplish full mastery after being introduced to a skill or concept during a prior tutoring session, or when using student data to plan a session introducing a new skill or concept.

The table below can support tutors in identifying the learning barrier students are experiencing. Tutors are first asked to objectively identify what they observed, then consider the root cause for what they observed. Finally, they're given options for how to address the barrier.

What did you observe?	Why did it happen?	How will you address it?
• Was the student able to practice all aspects of the session's learning goal? • How many at-bats, or opportunities for practice, did the student have during the session?	**Insufficient or misaligned practice** Your data shows that the student had the necessary prior knowledge; however, they still struggled to apply the new skills.	• Review practice from past sessions to check alignment with their learning goals. Did the student practice what they were assessed on? • Add additional at-bats to upcoming sessions. • Plan to monitor the student's mastery as they practice and provide feedback. • Reassess the student after more practice. Did they improve? If so, why; if not, why not?
• Did the content in the session require previous knowledge or skills? • Has the student demonstrated mastery of this knowledge or skill? • Was new information presented in a different and unfamiliar way? (e.g. The student now had to extract data from a chart, not a table as they'd done before.)	**Prior Knowledge Issue** The student didn't have (or struggled with) prerequisite concepts/skills that were necessary to access new material in the first place.	• Return to the session's learning goal: are there prerequisite skills/concepts embedded in the goal that need to be addressed? • Review or re-teach missing prerequisite skills and concepts in upcoming sessions. • Provide additional practice on the learning goal after pre-requisite skills are addressed. • Reassess the student after more practice. Did they improve? If so, why; if not, why not?
• Did the student come up with a wrong answer while following a	**Common Misconception**	• Plan an error analysis highlighting student misconception. If this was

reasonable logical process? Why? • Was there material this session built on or continued that required the student to think about this concept in a new way? • Is there previous vernacular the student has learned that might be getting in the way of learning this new vocabulary?	The student holds one or more common misconceptions that can be confusing when learning this specific material for the first time.	what they had misunderstood, which wrong answer would they give to the new question you design? • Address and clarify the misconception. • Provide additional practice after clarifying. • Reassess the student after more practice. Did they improve? If so, why; if not, why not?
• Did the student show correct conceptual understanding, but... • ...Make a computational error? • ...Forget a single crucial step while following the correct process? • ...Make a minor thoughtless error?	**Precision/Execution Error** The student grasped the fundamental concepts of the material, but made more basic errors.	• Consider boosting the rigor of this student's practice to avoid boredom and carelessness. • Provide practice where the student must correct a series of work samples that include precision or execution errors similar to the ones they demonstrated in their own work. • Reassess the student after more practice. Did they improve? If so, why; if not, why not?
• Did the student make a mistake you didn't expect or haven't seen before? • Is there something you know about the student's thinking that might explain it?	**Uncommon Misunderstanding** The student showed a misunderstanding you had no reason to plan for beforehand.	• Consider re-teaching material in a new way. • Ask open-ended questions about their work sample to gain clarity on their line of thinking and potential misunderstanding. • Reassess the student after more practice. Did they improve? If so, why; if not, why not?

Accessibility Checklist

What is Accessibility?

Students all learn in different ways: some of these differences are obvious, while others are more subtle. However, this seemingly simple truth is surprisingly difficult to internalize in practice. Most learning experiences are designed with only one kind of learning in mind, and thus optimized for only one kind of learner. For instance, if a teacher or tutor consistently uses only verbal models to explain concepts, students who learn best from those models will excel — while their classmates who learn best from visual representations of concepts will struggle. Understanding that this difference exists does not mean the tutor should abandon verbal models, but the tutor should intentionally incorporate visuals too in order to support more students in reaching their goals. Taking accessibility into account means tailoring instruction not just to some students, but to all students.

Why and how should your program collect Accessibility Data?

Achieving accessibility requires tutors to thoughtfully consider each student's individual needs. To do so, tutors must have a thorough and accurate picture of what those needs are. By collecting data on how your students best access information, your program can help guide your tutors' efforts to tailor instruction and make sessions more accessible to all students.

If your program's Tutor Consistency is Consistent, then tutors can collect this data themselves in the course of their routine sessions with the same students. If not, then your program should prioritize investing in centralized systems for student academic data collection and analysis to inform curriculum design and tutor training. These systems can also help you match students with tutors whose instructional styles and strengths suit the students' learning styles and needs.

There are two kinds of accessibility data that tutors can leverage to understand each student's learning styles and needs (i.e., how they perceive, interpret, and comprehend information):

- **Accessibility Survey Data**: Information about how a student thinks and experiences learning can be gathered at her through standard surveys. These data can provide tutors a clearer picture of their students' needs and how best to meet them.
- **Check-in/Conversational Data**: Information about a student's self-reported strengths, preferences, and struggles can be gleaned through regular conversations. These kinds of conversations not only help tutors tailor sessions, but also help students feel heard and understood. This sense of empowerment helps foster strong student-tutor relationships and cultivate metacognitive skills.

The table below outlines some potential questions tutors could ask during check-in conversations.

Tutor Questions	Possible Student Response
When do you feel like you're learning the best?	- It helps me when directions are repeated multiple times. - I learn best by doing.

	- I learn best by reading. - I learn best by listening. - I learn best by reading. - Math makes sense to me. - I'm good with words.
How do you like to process, or take in information so that it stays with you? In what moments do you struggle?	- I have a strong memory. - I take time to think about what I've learned. - I like to write down what I've learned. - I like to draw out information.
How do you like to communicate information? Where do you struggle?	- I like sharing out and presenting. - I prefer to write what I've learned. - I like to draw out my thinking. - I like to lead groups. - I have trouble expressing what I'm thinking when speaking. - I have trouble getting started when asked to write. - I don't like to participate in class discussions.

Baseline Accessibility Checklist

This checklist serves as a tool for tutors to assess the baseline accessibility of their practice, planning and materials. In addition to the considerations below, the tutor should also consider any additional accessibility needs identified in data collected.

Perception

- Does my content engage multiple senses (sight, sound, movement, touch, etc.)?
- Are my materials in a legible typeface, font size, and color?
- Does my video content have clearly audible sound and closed captions available?
- Do my visuals include a textual or spoken description?

Interpretation

- Are there any vocabulary words or symbols that I should pre-teach beforehand?
- Can I provide hyperlinks or footnotes to definitions, explanations, illustrations, or background information?
- Are there opportunities for me to read aloud directions, texts, or mathematical notations?
- Can I present key concepts in alternative ways (e.g. physical manipulatives for math, or a comic strip for a short story)?

Comprehension

- Can I activate background knowledge in this session?
- Are there opportunities to accentuate key ideas and the connections between them?
- Can I break new processes down into sequential steps?
- Can I provide options for organizational methods for new knowledge, such as tables or concept maps?
- Can I provide multiple entry points to a new concept (e.g. exploring the concept through films, games, or art)?
- Can I chunk or progressively release new information?

Tips for Creating Data-Informed Student Groups

Why should you create data-informed student groups?

If your Student-Tutor Ratio is Small Groups instead of one-on-one, the composition of these groups will influence session effectiveness. If students are grouped haphazardly, without regard for their academic strengths and struggles, then tutors will find it much more challenging to meet the individual needs of every student in a group. On the other hand, grouping students based on their academic performance data will help tutors plan efficiently and facilitate effectively: when students facing similar challenges are grouped together, their tutor can address their needs all at once. After considering mastery data, adjust groups based on students' personalities and learner profiles as secondary considerations.

Checklist for Creating Data-Informed Student Groups

Primary Consideration: Academic Mastery Data. First, consider students' prior mastery of the session's content.

> Depending on the **length** of the tutoring program, students may need to be **re-grouped** periodically. Students' relative **skill levels change** over time, so grouping students based on skill involves **regularly reassessing** students' skill levels and **re-grouping** them **accordingly**.

- **Program Diagnostic Data.**
  - o If applicable, how did students perform on similar questions from the first baseline assessment at the start of the tutoring program? Which students struggled with which content elements?

- **School Baseline Data.**
  - o If applicable, how did students perform on similar questions from a recent in-school summative assessment? Which students struggled with which content elements?

- **Program Session Assessments.**
  - o How have students performed on end-of-session assessment tasks related to this session's content?

- **Other Relevant Data.**
  - o What prerequisite skill and knowledge gaps might prevent students from accessing this session's content?
    - ▪ What are students' Lexile levels?
    - ▪ What are students' first languages?
      - ▪ If a student's first language is not English, can you place that student with a tutor who speaks their first language?
  - o What short-term goals have students set recently that might relate to this session's content?

Secondary Considerations. What other information, qualitative or quantitative, might you consider for each group?

- **Students' Personalities.**

- o How extraverted or introverted is each student?
- **Students' Maturity Levels.**
  - o How old is each student in this group? How developmentally mature are they?
  - o Would some groups act less maturely than their constituent students alone? What about more maturely?

- **Students' Learner Profiles.**
  - o What other learning needs and habits does each student in this group have?
  - o How quickly does each student in this group tend to absorb new material?
  - o How much practice time does each student in this group tend to need?

Choosing and Using Blended Learning Software

What is Blended Learning in a Tutoring Program?

Blended learning is a delivery mode that combines live instruction with digital learning tools for independent practice. High-quality blended learning supplements live tutoring (either virtually or in person) with adaptive software, which modifies the presentation of material in response to student performance to support student learning. For students, blended learning offers opportunities to practice independently through tailored activities that capitalize on different learning modalities – the ways in which students use their senses throughout the learning process to acquire new skills (e.g; kinesthetic, visual, auditory, and tactile) – and further individualize instruction. For tutors, blended learning provides a wealth of knowledge and granular data about student learning to help explicitly target their live instruction.

Why use Blended Learning Software?

Blended learning software serves a purpose:

- Blended learning software supports instructional individualization. It allows tutors to assign specific practice to specific students in a data-informed way, giving students multiple "at bats" to practice the skills they need most.
- Blended learning programs leverage centralization and automation to reduce tutor preparation time creating supplemental practice materials.
- The programs can provide structure and guidance for analyzing data, reducing the intellectual workload and time required of tutors.
- High-quality programs engage different sensory modalities for students, often leading to greater engagement with the content itself.
- A blended learning program can reduce the frequency of tutor-student interaction while maintaining rigor, allowing the same number of tutors to serve more students without diminishing tutor effectiveness.
  - Research has shown that supplementing live instruction with effective blended learning software can reduce the amount of contact time between tutor and student and thus achieve similar results at a lower cost per student.

Considerations for Implementing Blended Learning Software

Before designing or selecting blended learning software for your tutoring program, you need to consider how your tutors and students will use it in practice. These use-cases will help you identify what you need from the software.

- **Before live sessions begin**:
  - Tutors should be fully trained on how to use all relevant features of the blended learning software.
  - In an in-person setting, student access should be restricted to required applications as much as possible to ensure that students spend their tutoring time on task.
  - Students should be taught to navigate the software until they can do so independently.

- **During each live session**:
  - Student performance data from their independent practice in the software should inform the live sessions.
    - If your Student-Tutor Ratio is Small Groups, students should be routinely regrouped based on their specific strengths and struggles as measured by the software's data analysis tools.
      - One option for small group tutoring is for half of the students to work independently on the software while the other half work with the Tutor. The next session, the students switch.
  - Students should still get adequate time with tutors, rotating between the software and live instruction.
  - Tutors should make direct connections between what students are practicing in the software and what they are learning in the live tutoring sessions, so that students recognize the importance of the work they do on the software.
- **After each live session**:
  - The program should have a plan in place if students have limited access to digital resources at home or need ad hoc support (technological or pedagogical) while utilizing the software on their own.

Considerations for Selecting Blended Learning Software

Once you have decided to use blended learning software, you need to select an existing product or create your own. Whichever you choose, this checklist will help you evaluate the blended learning software you may be considering. No software is perfect; good programs will have some of these features but not others. Choose the combination of features that best help you meet your goals.

- **Does the software provide concise and actionable data to both the tutor and the student?**
  - Does the software assess student progress in real-time, not just through formal assessments?
  - Do the software's data analysis tools show which students have completed each skill area, which students require intervention, and which misconceptions were most common among a cohort of students?
  - Do these tools suggest instructional next steps for tutors and additional practice resources for students?
- **Will the software be engaging for students to use?**
  - Does the software use gamification (e.g. leaderboards, experience points, unlockable achievements, etc.)?
  - Does the software facilitate productive peer-to-peer communication and collaboration?
- **Is the design of the software grounded in research and best practices?**
  - Does the software use both content and pedagogical best practices (e.g., incorporating research-based practices for reading or math instruction, or incorporating best practices for immediate feedback on all responses)?
- **Is the software's curriculum implementation scaffolded, adaptive, and dynamic?**
  - Can tutors select specific content for each individual student to practice?
  - Does the learning material adapt to each student's strengths and struggles in a dynamic fashion?
    - Can students struggling with a particular skill receive scaffolding and additional support?

- Are on-level and advanced students able to move ahead to challenging extension tasks?
- Once students are placed based on initial assessments, does the software continue to adapt to their performance and provide tailored levels of scaffolding on each individual skill? In other words, does it provide truly adaptive instruction, or merely adaptive assessment at the outset?
  o Can students customize their own goals, pace, and/or learning path?

- **Is the software's interface intuitive for both students and tutors to navigate?**
  o Is the software accessible for all students, according to UDL and web accessibility guidelines?
  o Is the interface minimalistic, not overwhelming, for students and tutors?

- **Will infrastructure limitations (such as slow internet connections or old devices) prevent students from using the software at school or at home?**
  o Don't test your software in ideal conditions on nice new desktop computers connected to gigabit ethernet. Test it on the devices and internet connections that your least well-equipped students will use.
    - What devices will your least well-equipped students be using?
    - How slow will their internet be? How reliable will it be?
    - Consider all use cases, both at your students' schools and in your students' homes, before committing to specific software.
    - Can a five-year-old Chromebook connecting to the internet over a phone's data hotspot run your software fluidly? If not, where will all your students get faster computers and connections?

> **Additional features** may seem like pure upside, but they're quite the opposite if they make your software **so processor- or bandwidth-intensive that students' devices can no longer run it fluidly**. Perfect software is not software **to** which nothing more can be **added**, but software **from** which nothing more can be **taken away**.

Examples of Blended Learning Software

Below is a list of several blended learning software programs often used in tutoring. These examples have not been reviewed for quality, but illustrate the available characteristics of blended learning software and provide a sense of how each one works in practice.

Program	Description	Features
ALEKS	Adaptive online assessment and learning system for grades K-12 (and higher education in	Uses AI adaptive questioning to assess students' knowledge of a subject (no multiple choice, only free response questions). After assessment, provides students with topic choices

	math, science, and business).	based on prerequisite knowledge, then offers practice problems. Periodically reassesses students during a course to evaluate retention.
Cignition	Adaptive math game learning software for grades 3-7.	Students navigate through a virtual world, exploring math concepts through scaffolding, manipulatives, and tutorials. Provides teachers with student diagnostic reports, standards/textbook alignments, assignment/grading tools, and concept-based interventions. Tutors utilize student diagnostic data to deliver targeted online sessions.
Khan Academy	Free online tutorials and interactive exercises in many subjects including math, science, humanities, ELA, and test prep.	Thousands of 5-20 minute instructional videos for learners to fill in gaps in their understanding. "Coaching" tools for parents/teachers, such as a teacher dashboard with class summaries and student learning profiles.
Newsela	Online "news-as-literacy" platform for grades 3-12.	Includes news and current events articles on a wide range of subjects, including myths/legends, science, literature, international affairs, etc. Each article is available in 5 Lexile levels and includes both a quiz and a writing prompt. Teachers can manage student assignments and track individual student progress towards state standards in the dashboard. Subject-specific packages for ELA, Science, Social Studies, and SEL.
Woot Math	Adaptive online math curriculum for grades 3-7.	Options for self-paced, teacher-led, and peer-to-peer curriculum, both online and in-person. Features include instant data analysis, responsive grouping, adaptive learning, library of Open Educational Resources (OER) tasks, collaborative problem-solving opportunities for students, an online collaborative whiteboard, and subject-themed virtual "escape rooms."

Zearn	Combines live math instruction and adaptive online lessons for grades 1-5.	Provides lesson plans for live and virtual instruction, student-facing digital lessons, and real-time progress and assessment reports. Teacher tools include lesson guidance, webinars/training, pacing guides, and school/district reports.

Recommended Supplemental Backend Software for Tutors (Not Student-Facing)

While not student-facing blended learning software per se, this backend data analysis software is useful for tutors to use.

Program	Description	Features
Intervene Data Dash	Data analysis program that automatically patterns incorrect answers on student assessments.	Data analysis and recommendations from formative assessments fit onto a single-page "Readiness Summary." Identifies students' strengths/struggles and measures instructional effectiveness. Automatically groups students based on misconceptions to allow for differentiated individual instruction.

Saga Sample Lesson + Activity

Saga Sample Lesson + Activity - Jan 2021.pdf