Stakeholder Engagement

Stakeholder Engagement	

Implementation Checklist	• Identify stakeholder groups based on tutoring program design. Common stakeholders groups are students, families, and school teachers and administrators.
	• Clearly communicate the program's model, purpose, and evidence to demonstrate alignment with students', families', teachers', and schools' needs.
	• Set joint goals with all relevant stakeholders (students, families, and schools) and establish a system for regular updates on progress.
	• Make students, families, and schools aware of any terms or conditions for participation and actively seek affirmative agreements.
	• Establish communication systems between stakeholders and tutors to ensure equitable collaboration and alignment with classroom curricula.
	• Collect and act on feedback from administrators, teachers, parents and students to continuously improve effectiveness. Share actions taken with relevant stakeholders.
	• If Setting is In-School:
	    o create program schedules that ensure 1) students are not removed from core instruction and 2) program staff can join teacher team meetings
	    o designate classroom space for program
	• If Take-Up is Voluntary: identify strategies for recruiting students who would benefit from tutoring and actively provide information on its purpose and eligibility

Implementation Tools	• Tutoring Program-School Communication: Kickoff Meeting Agenda • Teacher-Tutor Communication: Kickoff Meeting Agenda • Teacher-Tutor Communication: Continual Updates • Tutor/Program-Family Communication: Crafting an Introductory Statement for Families • Tutor/Program-Family Communication Continual Updates • Tutor-Student Goal Setting Conferences
Key Insights	**Programs should identify stakeholders and establish why, when and how the tutoring program/tutors will communicate with each stakeholder.**

- It is critical for tutoring programs to identify stakeholders for regular communication. While a program will likely liaise with families, school administrators, and teachers, the design of each program will determine the stakeholders with whom it communicates .
- The tutoring program will need to establish who will be in charge of communications with each stakeholder. For example, in some programs, tutors may communicate directly to families, while in other programs, the majority of family communication may be conducted by teachers. It is important to establish a communication plan upfront and share it with each stakeholder.
- Common tutor/tutoring program communication often includes:
  - o Tutoring Program/Tutor communicates with school administration to ensure student attendance and share regular updates on student progress
  - o Tutoring Program/Tutor engages with teachers and school leadership so that tutors develop an understanding of student needs
  - o Tutor engages with teachers so that the tutor can share student progress and seek input from the teacher regarding what to focus on during tutoring sessions
  - o Tutoring Program engages with school leadership and relevant teachers so that the program can build an understanding of the curriculum used at the school and how to complement this curriculum during sessions
  - o Tutor/Teacher engages with families so that families understand the expectations of the tutoring program and from whom they can expect communication

Frequent, predictable, clear, dynamic communication with all stakeholders (i.e. students, families, teachers, and school administrators) is key regardless of model design.

- Frequent, predictable, clear, and dynamic communication increases trust. Consider the following when planning stakeholder communication:
  - o The frequency of communication should be directly correlated to the frequency of tutoring. For example, if tutoring happens five times a week, weekly communication is likely appropriate. However, if tutoring is once a week, monthly communication may be appropriate. Soliciting feedback from stakeholders on the frequency of communication will ensure that you can adjust the amount of communication based on stakeholder input.
  - o Communication should be both regular and predictable. For example, a program that tutors students five days a week

might do an end-of-the-week "wrap up" by either calling home or sending a progress report from that week. Establishing predictability helps to create routine for those responsible for the communication, and also ensures that stakeholders know exactly when they should expect updates.

- o Communication should be clear, dynamic, and free of jargon. Communicate with families when possible in their home language.
- o Clear systems of communication should be established for all parties. For example, in a letter home, you will want to share ways that a family can respond to the letter, detailing all methods for contacting the tutor or teacher.
- Communication with all stakeholders ensures that everyone supporting the student is working together effectively and efficiently towards the same, jointly-set goal.
- Regardless of whether your tutoring program's main point of contact is families, school administrators, or students, all tutoring programs are more effective when other aspects of a student's life (i.e. home and school) positively reinforce what the student does during tutoring — and when tutoring reinforces what the student learns at school and home.

Tutoring should be as integrated as possible into students' school and family lives in order to ensure curriculum alignment and cohesive student support.

- When the tutoring content aligns with the school's curriculum, students can more easily connect tutoring topics to what they already know, resulting in higher retention of new ideas.
- When family, school, and tutoring are integrated into one cohesive support system for students, students can more easily make connections between their efforts in tutoring and success in class or at home completing independent assignments, helping them build a growth mindset.
- Determining how best to integrate tutoring into students' lives will be dependent on the model design of each program. For example, if the program is located in a school, tutors may take advantage of opportunities such as connecting with students during lunch, or in-between classes. However, if the program is located outside of school, the program may find it worthwhile to encourage tutors to attend community events where they will be able to interact with families. Programs should consider what seems most appropriate based on the program design.

Strong, asset-based, culturally-responsive family and school relationships provide cyclical reinforcement for your tutoring program.

- Just as students have different needs, families and schools will also have different needs. Programs should build an understanding of the unique needs of each stakeholder and tailor their methods of engagement based on these needs. The better you know families, the easier it will be to engage them responsively. For example, knowing what times are best to call home based on family work schedules can ensure that you communicate with families at a time that works best for them.
- Students are more likely to engage when tutors establish a positive relationship that builds on students' strengths, acknowledges their needs, and celebrates who they are.
- Tutors can work towards developing positive relationships with students by connecting with and learning from stakeholders who already know the students well. For example, tutors may want to learn from teachers about what typically motivates students in class, and what topics tend to interest them most. Tutors can learn from families about the child's previous experience with school.

Strong stakeholder communication has a three-part structure:

- Kick-off Conversations. Start things off on the right foot. The tutoring organization should coordinate initial conversations among stakeholders. These conversations should allow for teachers, administrators, and families to learn about the program's goals and logistics, ask questions, and set a vision for their own involvement in the program.
- Continual Updates. Keep all stakeholders on the same page. To keep that initial vision alive, share student progress updates at predictable intervals, but also reach out proactively as needed when students are not on track or agreements from the kick-off are not met.
- Punctuated Reflection. Set aside time to reflect on progress. Tutors should routinely pause throughout the program to formally discuss students' summative progress with all stakeholders (including students), listen to feedback, and adjust action plans as needed.

Tutoring Program-School Communication:
Kickoff Meeting Agenda

Why have a tutoring program-school kickoff meeting?

Particularly if your Setting is In-School, proactive coordination with school administrators is necessary to make tutoring sessions feel like a part of the school day rather than a separate entity. To facilitate this collaboration, your tutoring program must work with the entire school so that staff members inside the building — from school principals to maintenance staff — have aligned their goals, expectations, and logistics. Understanding a school's individual context will also enable your program to identify key players in the school with whom ongoing communication will be needed.

Kickoff Agenda: Tutoring Program Shares

(Written) Introduction/Memorandum of Understanding (MOU) with the Tutoring Program

After formally introducing the tutoring program to school administration (possibly through documentation similar to the Introductory Statement to Families), the tutoring program should share the requirements for partnership based on the program's model design. For example, if the program will require teachers to be available once a week for collaboration with tutors, this should be communicated on the front end so that administrators can program this time into teacher schedules.

Culturally-responsive: When you share your **Introductory Statement** with administrators, **seek their feedback** about how to improve or adapt it to make it more **accessible** to **families**.

The degree to which program requirements are pre-defined versus developed in collaboration with the school will depend on the nature of the partnership, the life-stage of the tutoring program (e.g, start-up, well-established program, etc.), as well as any previous communications with the district. Depending on local context, it may be more common for a tutoring program to develop a MOU directly with the district, or it may be more common for programs to partner directly with schools. Either way, partnership expectations should be clear to school administrators. It may be helpful to have the MOU as a digital document so that if expectations are revised during the kickoff meeting, changes can be recorded. Note that any such revised expectations may require other documents (e.g. the Introductory Statement to Families) to be updated as well!

(In-Person) Introduction to the Tutoring Program/Kickoff Meeting

Let administrators ask clarifying questions about your program, interalize key points, give feedback or flag potential challenges around partnership expectations, provide school context, answer logistical questions, and help set up ongoing communication.

Reducing Stigma: It's crucial that all stakeholders, including administrators, talk about tutoring in a positive light around students. How school staff talk about tutoring, even well-intentioned comments about how the student needs extra help, can either reduce or exacerbate the stigma of attending tutoring.

Tutoring Program should present an introductory letter for families:

- **Introductory Letter Home to Families/Tutoring Purpose and Mission**
  - How is the tutoring program positioned to students? What is its focus?
  - What are your program's important Model Dimensions?
  - Where do your tutors come from? (i.e., What is your Tutor Type?)

Tutoring Program should set a joint vision with the School:

End-Of-Year Outcomes

Always start with the end in mind. By agreeing on a shared vision and set of goals at the outset, both parties can easily check in to see if the partnership is on track throughout the year and, if not, adjust their course accordingly.

Stakeholder Support: While administrators may not have time for full **team formation** activities, make sure you get to know them as **individuals**. Even small things like knowing their **communication** preferences or asking about their **weekends** will make follow-up conversations and requests easier.

- What does success at the end of the year look like...
  - For students?
  - For teachers?
  - For the school community?
  - For specific departments?
  - For the grade-level team?
- Alternative questions: "If we were to fast-forward to the end of the year, what would need to be true for you to partner with us again? How will you know your investment was worth it? What else might success look like for you?"
- Are there quantitative goals?
  - Student achievement goals
  - Passing/College-ready rates on state exams
  - Classroom passing rates or GPA goals
  - Student growth metrics
  - School/Classroom-based assessment goals
- Are there qualitative goals?
  - Instructional priorities (e.g. tutors lead culturally-responsive sessions)
  - Student engagement protocols (e.g. students demonstrate higher-order thinking skills during tutoring)
  - Instructional, pedagogical, or cultural indicators
    (e.g. after tutoring, students feel more confident to share out in regular whole-class instruction)

Tutoring Program and School should agree on conditions and expectations:

Partnership Conditions

Articulate any expectations your tutoring program believes are necessary in order to meet the agreed-upon goals and vision above. Below is a checklist of questions about possible conditions, but it is not

exhaustive. In particular, your tutoring program may wish to add questions around mindsets or beliefs it wishes to see schools or teachers demonstrate. Draw on your program's past years of experience, as well as external research, and be ready to share your rationale for any expectations with school partners. Some expectations may be firm propositions, while others may need to be more flexible and decided upon jointly.

- **Tutoring Time**
  - When will tutoring sessions take place, and for how long?
    - Is there a minimum viable session length the program believes is necessary for efficacy?
    - Is there a minimum frequency per week?
  - Is the student-tutor ratio 1-on-1 or small group?
  - Is the tutoring always rostered, or will there be any drop-in tutoring?
  - How will tutoring attendance be tracked?
  - Can teachers refer students to tutoring? How and when can they do so?
- **Tutoring Schedule**
  - At what times will tutoring take place so as not to conflict with any student's core academic classes?
  - What else could conflict with a student attending tutoring? How should tutors navigate those conflicts?
- **Roster**
  - Share the list of students who will receive tutoring.
  - If the list isn't created yet, or if take-up is voluntary, share the student recruitment strategy instead.
  - If take-up is voluntary, ask how school staff can support student recruitment.
- **Tutoring Sessions**
  - How will students typically spend their tutoring sessions?
    - Are tutoring sessions usually reactive to academic struggles, or do they offer proactive supports?
    - Are tutoring sessions focused on reteaching content from the classroom curriculum, or are they used for academic interventions (e.g. increasing reading fluency or number sense)?
  - How will tutors choose their specific tutoring topics each day?
    - Will they need teachers' input?
    - Will they be using assessment data?
  - What materials will tutors pull from for their tutoring sessions?
    - Old classwork?
    - A specific textbook or curriculum?
  - Are there any typical instructional approaches used by tutors?
    - I-Do, We-Do, You-Do structures?
    - Inquiry-based instruction?
  - Are there any specific structures typically used during tutoring?
    - Goal setting conferences after assessments?
    - Group projects?
    - Student presentations?

Kickoff Agenda: School Administration Shares

School Context

Administrators should share information about their unique school context. With a better understanding of school context, the tutoring program can figure out how to embed itself not just into the school's schedule, but also the school's culture.

Share all that apply:

- What school-wide policies (behavioral, grading, instructional, etc.) are there?
- How does the school and how do teachers already use data to customize instruction?
- What school-wide events (pep rallies, spirit weeks, testing schedules, etc.) are there?
- What school-wide structures are there?
    - Advisory?
    - Peer mediation?
    - Student tutors?
    - Family outreach?
    - Department/grade team meetings?
- When are major assessments scheduled for the year?
- What other programs (mentorships, extracurriculars, interventions, etc.) does the school partner with?

Student Data

School administrators should share student performance data with tutors and site administrators to ensure that programs and tutors build an understanding of the academic strengths and opportunities for the students who will likely be involved in tutoring. A data sharing agreement should be established and is typically included in the Memorandum of Understanding. See the Student Data Privacy Guidance for best practices when sharing student student data.

Stakeholder Support: School **Administrators** can provide **cohort or community trends** for students as a group **beyond** what **teachers** may be able to. For example, administrators may be able to say their work on parent outreach has increased attendance 15% but they're not seeing that attendance translate to after-school activities.

Academic data will help tutors minimize the amount of time they need to spend on baseline assessments to understand their students' academic needs. Qualitative personal data will help tutors build strong relationships with students faster. And knowing what their students are like in the classroom will help tutors support students in transferring both academic and study skills from tutoring sessions into students' time at school.

Share all that are available at time of kickoff:

- **Baseline Academic Data (Quantitative)**

- o If no baseline data is available, is there end-of-year data from the students' previous year (e.g. summative tests, state exams, and/or final grades)?
- **School Administrator Insights (Qualitative)**

  Student Agency: IEPs and 504 Plans are **legal documents** outlining individual student **accommodations**. Taking the time to get access to these documents so that **tutoring goals** can be aligned with the goals set in **students' IEP meetings** empowers students to meet those goals.

  - o What academic strengths does this student body have as a whole?
  - o What academic struggles does this student body have as a whole?
  - o What motivations do students at this school commonly share?
  - o What initiatives, tutoring or otherwise, have not worked for students in the past?
  - o What other student information would be helpful for tutors working with this student body?
    - Popular school clubs or extracurriculars?
    - School cultural events?
    - Demographic data? (e.g. percentage of first-generation college-going students, free/reduced lunch data, race and ethnicity breakdowns, etc.)
    - Student commute information? (to help understand the viability of before-school/after-school tutoring and improve student attendance)
- **Student IEPs/504 Plans**
  - o Can tutors access student support documents (including IEPs, 504s, or any other supports/services students are receiving)?

Ongoing Communication

Checking in throughout the year will be easier if time is set aside at the beginning to establish when check-ins will happen and how they will be coordinated.

Share all that are available at time of kickoff:

- **Updates for School Administrators**
  - o Ask how administrators prefer to communicate for check-ins, if they have one-off logistical questions, and if they have urgent concerns?
  - o Consider asking for one school administrator to serve as the point person for tutoring program communications.
  - o Consider asking to be included on the school's shared calendar and/or email lists.
  - o If the school uses a shared drive (e.g. Google Drive), ask to have a domain-specific email address (e.g. Gmail with GSuite) to make future communication and document sharing with teachers easier

- **Teacher-Tutor Communication**
  - o What are the expectations for ongoing communication and collaboration amongst tutors and teachers?
  - o Who will coordinate this collaboration, and when?

- Note: Prep time is precious for teachers and difficult to keep sacred. If possible, get any necessary coordination time onto teachers' official schedules so that no other meetings are scheduled during prep time!
    - What style of communication will teachers and tutors adopt? See Teacher-Tutor Communication: Continual Updates for details.

- **Other Key Staff**
    - Who are the key players in the school?
        - Department Heads
        - Grade Team Leaders
        - Deans
        - School Counselors
        - College Advisors
        - School Nurse
        - Maintenance Staff
        - Instructional Coaches
        - Family Outreach Coordinators
        - After School Staff Coordinators
    - Where should the tutoring program turn for help to best fulfill its partnership conditions? Asking a series of "Who can help with X?" questions will provide the tutoring program with valuable information about school resources.
        - Who can help with a logistical afterschool conflict?
        - Who can make bathroom key copies for tutors?
        - Whom should tutors contact if a student needs socioemotional support during tutoring?
        - Whom should tutors contact in cases of mandated reporting?
        - Whom should tutors ask about family engagement?

Teacher-Tutor Communication: Kickoff Meeting Agenda

Why have a teacher-tutor kickoff meeting?

Teachers and tutors both work better when they work together. Tutors can drastically increase both the actual and perceived effectiveness of their tutoring sessions by building a dynamic relationship with their students' teachers. To launch this partnership, an initial kickoff meeting helps set the stage for the rest of the year. This meeting should happen before the school year starts, so that teachers can make planning adjustments with the tutoring program in mind and tutors can start strong with students on the first day. Regardless of when your program begins, teachers will benefit from a structured introduction to the program and tutors will benefit from learning more about students before meeting them. Depending on the oversight provided through the tutoring program, this kick-off meeting may be led by the Site Director or a Senior Tutor at the school site.

Kickoff Agenda: Tutors Share

(Written) Introduction to the Tutoring Program

To formally introduce the tutoring program to teachers, share any written introduction, including the Introductory Statement to Families, ahead of the actual kick-off meeting so teachers can come with questions and have a written copy to refer back to later on.

(In-Person) Introduction to the Tutoring Program

The teacher is likely to have already received much information about the tutoring program from school administrators who established the program partnership. The tutor or program Site Director should reiterate this information as necessary and answer any questions. Let teachers ask clarifying questions about the program, interalize key points, give feedback, and flag potential challenges on the following:

- **Tutoring Purpose/Mission**
    o How is the tutoring program positioned to students? What is its focus?

- **Tutoring Logistics**
    o When and for how long is tutoring? Is there drop-in tutoring?
    o Is the student-tutor ratio 1-on-1 or small group?
    o How is tutoring attendance tracked?
    o Can teachers refer students to tutoring? How and when can they do so?

- **Tutoring Schedule**
    o If your setting is in-school: confirm tutoring schedule with teachers.

- **Roster**
    o Share the list of students who will receive tutoring
    o If this list isn't created yet or if take-up is voluntary share the student recruitment strategy instead.

- **Ask for Teacher Input**

- o Are there any specific topics or recurring assignments (such as test corrections) teachers would like to see tutors cover with students?
  - o If Take-Up is Voluntary: How can teachers support recruitment?

- **Ongoing Communication & Collaboration:**
  - o What are the expectations for ongoing communication and collaboration amongst tutors and teachers? Who will coordinate this collaboration?
  - o What style of communication will teachers and tutors adopt? See Teacher-Tutor Communication: Continual Updates for details on different types of communication between teachers and tutors.

Kickoff Agenda: Teachers Share

Classroom Curriculum

Curriculum alignment ensures that tutors hold students to the same standards for content knowledge, skills, vocabulary, and methods that students are learning in class. If tutors know more about their students' classroom curricula ahead of time, they can plan out their sessions further in advance and spend more time delivering high-quality instruction instead of building context.

Share all that apply:

- **Name of Prefabricated Curriculum** (or curricula, if applicable)
- **Physical and/or Online Textbook** (for aligning practice questions and prompts)
- **Syllabus** (including any class introductions, such as a letter home to families)
- **Scope & Sequence/Pacing Calendar** (for aligning tutoring session topic pacing)
- **Unit Plans** (to see prerequisites for remediation and upcoming topics for extension)
- **Summative and End-Of-Year Assessments** (to reverse-engineer tutoring goals)

Student Data

If teachers have data to share, tutors can get a jump start on understanding their students as people and as thinkers. Academic data will help tutors minimize the amount of time they need to spend on baseline assessments to understand their students' academic needs. Qualitative personal data will help tutors build strong relationships with students faster. And knowing what their students are like in the classroom will help tutors support students in transferring both academic and study skills from tutoring sessions into students' time at school.

Share all that are available at time of kick-off:

- **Baseline Academic Data** (Quantitative)
  - o If no baseline data is available, is there end-of-year data from the students' previous year (e.g. summative tests, state exams, and/or final grades)?

- **Teacher Insights** (Qualitative)
  - o What academic strengths do these students have?
  - o What academic struggles do these students have?

- o What motivates each of these students?
- o What frustrates or shuts down any of these students?
- o What other student information would be helpful for tutors working with these students? Student interests, unique circumstances, etc.?

- **Student Statuses**
  - o Are any of these students classified English Language Learners/Former ELLs?
  - o What classroom setting(s) are these students in? (e.g. ICT, 12:1, Self-Contained, Reading Pull-Outs, etc.?)
  - o Do these students receive any other supports (e.g. working with an aide or paraprofessional), whether push-in or pull-out?

- **Student IEPs/504 Plans**
  - o Do any of these students have an Individualized Education Plan (IEP)? Did they have one in the past?
  - o Do any of these students have a 504 Plan? Did they have one in the past?
  - o Is written permission from families needed to access these IEPs/504 Plans?
  - o Can a student bring a copy of their IEP/504 Plan to tutoring (if applicable)?

Teacher-Tutor Communication: Continual Updates

Why should teachers and tutors share continual updates?

Teachers and tutors both work better when they work together. To keep the goals and agreements from the kickoff meeting alive throughout the year, consistent communication afterwards is needed. Continual updates help tutors adjust their instruction as new challenges emerge over time, and tutors can provide teachers with updates on students' progress to help with positive reinforcement in school. Lastly, by keeping communication open and incorporating feedback from one another, teachers and tutors strengthen their professional relationships, which ultimately benefits students.

What kinds of updates should teachers and tutors share?

Details will vary depending on your program's model design dimensions, but three overarching kinds of updates are outlined below, each with its benefits and drawbacks. Some programs may choose to allow teachers and tutors to determine the method of communication that works best for them; others may clearly delineate specific requirements for teacher communications. (If there are specific requirements, these should be spelled out in the Memorandum of Understanding and communicated in the initial meetings with both administrators and teachers.) Whichever type of update works best for your program, this tool will help you structure a thoughtful and thorough communication plan.

Tier 1: Passive Asynchronous Digital Communication

The least time-intensive option for teachers and tutors is to passively and asynchronously share materials and information digitally. While no direct communication occurs, even just the simple action of granting tutors access to a shared folder containing what students are working on in class can make tutoring sessions radically more aligned with the classroom curriculum.

This Tier 1 option may work best for tutoring programs whose setting is outside of school or that recruit students from many different schools.

Tier 2: Active Asynchronous Digital Communication

Tier 2 communication builds on Tier 1 and introduces new opportunities for teachers and tutors to directly, but asynchronously, communicate with one another. Teachers and tutors can ask specific questions and share specific updates to mutually reinforce students' academic goals.

This option may work best for tutoring programs where teacher involvement is higher, but a consistent face-to-face meeting between teachers and tutors is challenging or even impossible to schedule.

Tier 3: Active Synchronous Collaborative Communication

Tier 3 communication includes everything from Tiers 1 and 2 and also introduces new opportunities for teachers and tutors to synchronously communicate with one another (virtually or in person). Synchronous communication can increase efficiency, as both parties can ask and answer questions in rapid succession. It also allows for more in-depth sharing of lesson plans to further align tutoring

sessions with in-class instruction. Lastly, synchronous communication allows both tutors and teachers to share and quickly incorporate feedback about what is and isn't working for students.

With this level of communication, tutoring can act more as an extension of the classroom rather than a separate entity or add-on. This option may work best for tutoring programs whose setting is in-school, which have a dedicated tutoring block in student schedules, and/or which have a manager to help facilitate these synchronous meetings. This method is strongly recommended for high-dosage programs (3-5 days a week), where a weekly meeting is advised.

Tier 1: Passive Asynchronous Digital Communication

Teachers Share

Classroom Materials (Shared Digital Drive)

In addition to the start-of-year curriculum materials, teachers can give tutors view-only access on a shared digital drive to their lesson plans and student materials as they are created. Lesson plans help tutors make sure the methods they are teaching, not just the content, are aligned with in-class instruction. The shared drive could be Google Drive, Google Classroom, Dropbox, etc.

The Shared Drive may include:

- **Lesson Plans**
- **Lesson Materials** (e.g. notes, slide decks, etc.)
- **Student Materials** (e.g. worksheets, homework, etc.)
- **Assessments** (both blank copies and answer keys/rubrics)
- **Updated Curricular Materials** (i.e. updates to any of the materials shared earlier, especially any calendars)

Student Data (Shared Digital Drive/Tutor Accounts)

Teachers are one of the best sources of students' academic progress data. Tutors can spend far less time assessing students if they have access to students' assessments from their classes. Students may also be more motivated to improve their in-class performance which directly affects their grades. By having teachers share the data in advance rather than having students bring a scored test to a session, tutors can synthesize data and prepare relevant material and ahead of time. Student data could be shared via a digital drive that includes student data spreadsheets and/or by setting up a tutor account on whatever platforms teachers use to automatically score assessments. Note: Teachers should NOT share their own login credentials with tutors. Each user should have a unique account. For more information on how to keep student data secure and confidential, see the Student Data Privacy Guidelines.

The Shared Drive/Tutor Account could include access to:

- **Students' Formative Assessments** (e.g. quizzes, procedural drills, exit tickets, etc.)
- **Students' Summative Assessments** (i.e. unit exams, projects, interim assessments, midterms, and finals)

- **Student Class Grades** (including grade breakdowns)
- **Student Attendance/Punctuality** (to target remediation of missed topics)
- **Additional Online and/or Intervention Programs** (e.g. Khan Academy, IXL, Lexia Powerup, or any other online programs teachers assign students to increase fluency and remediate prior topics; tutors can use practice questions from these programs or coach students who need to do or redo assignments)

Online Platforms (Tutor Accounts)

No matter the platform's purpose (grading, engagement, etc.), when tutors have their own accounts on all digital platforms teachers use, they can reinforce classroom expectations with students and use data from online tools to inform sessions.

Online Platforms may include:

- **Grading Platforms** (e.g. GradeCam)
- **Engagement Platforms** (e.g. Padlet)
- **Homework/Intervention Platforms** (e.g. Khan Academy)
- **Learning Management Systems/Organizational Tools** (e.g. Google Classroom)
- **Communication Platforms** (e.g. Remind)

Tutors Share

Tutoring Session Notes

Tutors may share tutoring notes with teachers so teachers can: see how tutoring is going for each student; positively reinforce tutoring for students (e.g. "Did you see your new test score? Your work in tutoring is paying off!"); and consider assigning students different work if some concepts or skills were covered already in tutoring. Tutoring notes will also be instrumental for personalizing teacher-student conferences. Tutors could share these notes as emails after each session, on a shared drive, or in a shared spreadsheet.

Tutoring Session Notes could include:

- **Academic Content**
  - What was the objective for this session? (i.e. What did the tutor plan to accomplish with this student?)
    - What was the tutor's rationale for that objective?
    - To what degree did the student accomplish that objective?
  - What topics, skills, knowledge, or methods did the student work on?
  - What classroom/curricular materials did students work on or review? (e.g. "We used questions from old Unit 3 worksheets to review chemical reactions.")
  - What assignments did students complete/correct/review? (e.g. Unit 5 test corrections, Friday's homework, Khan Academy Solving Equations Unit 1.)
- **Assessment Data**
  - If students took any additional assessments (such as baseline or growth assessments), tutors can share the test, scoring criteria, and results with teachers.

- **Attendance/Punctuality**
  - o Include specific dates and times so teachers can confirm students were in tutoring when they were scheduled to attend.
- **Behavioral Notes**
  - o How did the student engage in the session? (e.g. Did they ask questions? Help another student? Use their resources? Show a lot of grit?)
  - o How was the student's focus/motivation? How much prompting or redirecting did they need?
  - o Did the student (and tutor) follow through on any action plans from prior goal setting conferences? Why/Why not?
  - o Did the student share anything else with the tutor worth noting? (e.g. Student interests, worries, frustrations, excitement, etc.)

Tier 2: Active Asynchronous Digital Communication

Teachers Share

Classroom Materials (Shared Digital Drive)

Teachers may want to grant tutors comment permissions in a shared drive so tutors can ask teachers questions. Teachers themselves can also use comments to highlight certain methods in lesson plans for tutors, or to make suggestions to tutors about what topics they can cover or which materials they can use with specific students in their upcoming tutoring sessions.

Teachers may comment on:

- **Lesson Plans/Materials**
  - o Highlight methods tutors should teach (and/or should not teach) during tutoring.
  - o Highlight misconceptions specific students had during whole-class instruction.
  - o Highlight engagement tools or strategies that did (or did not) work for specific students.
- **Student Materials**
  - o Highlight specific problems or worksheets where students could benefit from further support.
  - o Suggest assignments they want tutors to redo with specific students.
  - o Suggest assignments they want tutors to help students get started.
- **Assessments**
  - o Include additional explanations of scoring criteria (e.g. anchor texts for rubrics, student exemplar responses, and other comments that would help establish what "mastery" looks like for an assessment).
- **Updated Curricular Materials**
  - o Highlight student deadline shifts or calendar changes to help keep tutors in the loop.

Tutors could ask questions like:

- **Lesson Plans/Materials**

- o   What are acceptable alternative methods for teaching a topic when the given method doesn't appear to work for the student?
- o   What are some strategies to address this specific misconception?
- **Student Materials**
  - o   What question types should I prioritize with students? (i.e. Which will appear on the next assessment?)
  - o   What assignments should I prioritize with students? (Especially if a student could benefit from reviewing multiple assignments!)
  - o   What's a strategy to help students get started on this task?
  - o   What prerequisite skills/knowledge do students need to know to start this task?
- **Assessments**
  - o   What additional information did the student need to include to get full credit on a specific question?
  - o   Do you have an example of the distinction between what constitutes a 3 and a 4 on this rubric?
- **Updated Curricular Materials**
  - o   What do you have planned for the review day on this unit?

Tutors Share

Tutoring Session Notes

Tutors can share session notes in an interactive spreadsheet, Google Doc, or another digitally interactive platform that allows tutors and teachers to leave specific questions or suggestions for each other and hold threaded conversations about particular notes or data.

Tutors could ask questions like:

- **Academic Content**
  - o   Do you have any input on the tutoring plan (objective, topic, materials) for this student?
  - o   Which of these topics is most important to cover in tutoring tomorrow?
- **Assessment Data**
  - o   Our tutoring baseline suggests this student needs most help with Number Sense. For which units of your curriculum will that be most relevant?
- **Attendance/Punctuality**
  - o   Do you know why this student has had trouble coming to tutoring on time this week?
  - o   Can you shout out this student for coming to tutoring all five days this week?
- **Behavioral Notes**
  - o   This student seemed to find annotating more engaging than creating an outline. Do you have additional annotating strategies?
  - o   This student mentioned they were worried about their group project. Could we get the group in for a group tutoring session?
  - o   This student completed less work than usual today; do you know what might be on their mind right now?
  - o   This student set a goal of redoing their homeworks until they're all 100% accurate. They want to know: is it possible for you not to put the right answers on their homework, but just mark it right or wrong instead?

Teachers could comment on:

- **Academic Content**
  - The student may say they prefer one method, but they need to know a different method for the test.
  - If the student uses an alternative method for an assignment, can they upload a picture of their work?
- **Assessment Data**
  - Did the tutoring growth assessment include only grade-level questions, or questions from previous grades?
- **Attendance/Punctuality**
  - If the student has a sports practice conflict on Tuesdays, can they attend tutoring on Monday instead?
- **Behavioral Notes**
  - The student has been shutting their eyes in class this week. Can you ask how they're doing? They also may need to be reintroduced to this week's topics.

Tier 3: Active Synchronous Collaborative Communication

Teachers Share

Next Week's Lesson Plans (Weekly)

By providing an in-depth overview of their upcoming weekly lesson plans, teachers can set up tutors to host even more aligned, more specific, and more responsive tutoring sessions.

Teachers may walk tutors through the following:

- **Next Week's Sequence of Lesson Objectives**
  - WHAT is the content being taught each day?
  - HOW is the content being taught each day? (i.e. What methods are being taught? What is the approach/process/strategy?)
  - What vocabulary are students being held accountable for using?
- **Level of Rigor**
  - What does an exemplary response look like? What are the criteria for success for the lesson? What gets full credit? Partial credit? No credit?
  - If there's a rubric, what is an example student response at each level?

Professional Expertise (Weekly)

Teachers can go beyond their lesson plans and share tips on pedagogy with tutors.

Teachers can share advice about:

- **Addressing Common Misconceptions/Barriers to Learning**
  - Prerequisite skill gaps (e.g. number sense for ratio problems)

- o Language barriers (e.g. lengthy word problems)
- o Executive functioning barriers (e.g. needing to follow a several-step process)
- o Missing context (e.g. a science lab talking about snow when you live in moderate climate)
- o Low interest (e.g. a sports statistics question when the student doesn't enjoy sports)
- **Alternative Processes/Methods/Strategies**
  - o If the primary strategy or method doesn't work for a student, what are some alternatives tutors can try?
- **Stretch Questions**
  - o If tutors are working with a student who has mastered the topic, how can they push that student further?

Ideas for Upcoming Weeks Tutoring Session Plans (Weekly)

Teachers will often have ideas about how tutoring can be maximized looking several weeks into the future. These ideas may have implications for all students or for specific students.

Teachers can suggest tutoring sessions be used for:

- **Exam Review** (if there's an upcoming exam)
- **Goal Setting** (if students just took an assessment)
- **Make-Up Assignments** (if students are missing crucial assignments)

Tutors Share

Student Progress-to-Goal Updates

Tutors can communicate what students accomplished during the previous week's tutoring sessions by sharing academic and behavioral data. This data can be reviewed asynchronously beforehand (see Tier 1 and 2 for asynchronous Tutoring Session Notes).

Tutors can review and help teachers understand data by:

- **Responding to Clarifying Questions**
  - o Does the teacher or do other tutors have any questions about the tutoring session notes?
- **Sharing Academic Data**
  - o Were there any common or individual student academic strengths/wins?
    - ▪ How can teachers/tutors build on those strengths? Celebrate those wins?
  - o Were there any common or individual academic struggles for students?
    - ▪ What do teachers/tutors think are the root causes of those struggles?
      - ▪ How can the teacher address the root causes of what most students are struggling with during whole-group instruction? (e.g. Reteach that topic for the whole group.)
      - ▪ How can tutors address the root causes of the struggles that only some students are facing during instruction? What alternative methods might the teacher suggest?
- **Sharing Behavioral Data**

- o Were there any common or individual student behavioral strengths/wins?
  - ▪ How can teachers/tutors build on those strengths? Celebrate those wins?
- o Did tutors notice students struggle with any particular behavioral norms?
  - ▪ What behavior re-engagement strategies might the teacher suggest? (e.g. Family outreach, pairing with a different student, goal setting conference, etc.)

Next Week's Tutoring Sessions Plans (Weekly)

After sharing tutoring session data from the previous week and seeing the teacher's in-class lesson plans for the upcoming week, tutors can make informed and data-driven choices about the upcoming week's tutoring plans, and then get teacher input on those plans.

With teacher input, tutors can create the following:

- **Student Roster**
  - o Which students should attend tutoring in the upcoming week?
    - ▪ Did any students not master last week's topics? Which students? Which topics?
    - ▪ Will any students benefit from proactive support for next week's topics? (e.g. Vocab for ELLs.)
- **Tutor objectives**
  - o WHAT is the objective for each tutoring group/session?
  - o HOW does this objective address the students' specific misconception or barrier to learning?
  - o HOW will tutors teach that objective?
    - ▪ What method/process/strategy will tutors use?
    - ▪ What engagement strategies will tutors use?
    - ▪ What classroom material will tutors use?
  - o HOW will tutors assess students to see if their reteaching (or proactive instruction) was successful?
    - ▪ What assessment data will tutors bring to the next meeting?

Tutor/Program-Family Communication: Crafting an Introductory Statement for Families

Why should you send an introductory statement home to families?

When families know what to expect from a program (and what it expects of them), they are more likely to trust it. When families trust your program, they are more likely to encourage and support their students to meet its expectations and goals. To build trust, you must make a good first impression. Communicate your program's purpose, design, and logistics in writing, so that both parties can refer back to expectations throughout the duration of the program. Ideally, a letter home should be complemented by an in-person meeting (or video/phone call) to introduce the individual tutors who will be working with students, answer each family's questions, and build rapport with students' parents or guardians. The checklists below will help you keep track of everything you may want to communicate to families in your introduction.

Note: If the tutoring program is set within a school, any introductory communication should be coordinated with administrators and teachers beforehand. Prior to sending out communications, the tutoring program and tutors should confirm the ideal method for introducing the program to families with school personnel. Further information about soliciting advice on communication with families can be found in the suggestions for initial meetings with administrators and teachers. Often it makes sense for an administrator or teacher to write a note to families introducing the tutoring program, and for this note to be part of a packet that includes the introductory statement and other pertinent information.

Checklist: Introductory Statement Sent Home to Families

Your Introductory Statement to Families should include both an overview of your tutoring program and considerable detail regarding expectations for students and their families. Use the checklist below as a tool to craft a comprehensive Introductory Statement appropriate for your program.

Part 1: Overview of the Tutoring Program

Program Overview

- Does your program have a mission statement to include? A Diversity, Equity, and Inclusion statement to include? A vision and values statement?

Model Dimensions

- **Target: What purpose does the tutoring program serve?**
  - Is the program meant to help students catch up to grade-level? Accelerate learning for all students? Raise students' grades?

- **Take-Up: Is the program Voluntary, or Mandated?**
- **Setting: Where does tutoring take place?**
  - In-School? After or Outside of School?

- o   Is the Student-Tutor Ratio One-on-One, or Small Groups?
- **Subject Area: What is the student being tutored in?**
  - o   Math? ELA? Another subject area?
- **Tutors: Who is doing the tutoring?**
  - o   Where do the tutors come from? What are their backgrounds?
  - o   What education do tutors have? What are their certifications?
- **Delivery Mode: How will tutoring be conducted?**
  - o   Will tutoring be in person or virtual?
  - o   Is there a blended learning component?
- **Dosage: How often will tutoring take place?**
  - o   Is the number of sessions fixed or flexible? Is there a maximum/minimum time requirement?

Safety

- **How will students stay safe and families stay in touch?**
  - o   How do families get in contact with the program in the future? With the students' tutor?
  - o   Who manages the tutors? How do families contact that person?
  - o   How do families communicate a concern about a tutor or tutoring session?
  - o   What are all the ways the program is ensuring the students' safety?
    - ▪   How are tutors background-checked? What requirements must they meet?
    - ▪   What safety measures are there during tutoring sessions?
      - ▪   Are virtual sessions recorded? Are there school-approved faculty members in the classroom?

Tutoring Program Introduction Letter / Permission Slip Example — In-School Tutoring

Below is a sample introduction letter/program permission slip that can be adapted.

- The exact content of a program's letter will depend on the design of the tutoring program.
- Please see Tutor/Program-Family Communication: Crafting an Introductory Statement for additional guidance.
- Note that if the tutoring program is set within a school, any introductory communication should be coordinated beforehand with administrators and teachers.
  - o   Prior to sending out communications, the tutoring program and tutors should confirm the ideal method for introducing the program to families with school personnel.
  - o   Further information about soliciting advice on communication with families can be found in the suggestions for initial meetings with administrators and teachers.
  - o   Often it makes sense for an administrator or teacher to write a note to families introducing the tutoring program, and for this note to be part of a packet that includes the introductory statement and other pertinent information.
- Any initial communication being sent to families should be on official letterhead to enhance credibility

Click here to download a Sample Introduction Letter/Program Permission Slip

Tutor/Program-Family Communication: Continual Updates

Why should tutors/tutoring programs continually update students' families?

Continual updates make student progress (and the value of the tutoring program) visible and tangible for families. After introducing the tutoring program to families through an introductory statement and/or initial family meeting, continual updates to families are necessary to keep alive the goals and agreements set in the original conversation. Updates also serve as a starting point for greater family engagement to support students' goals. The tool below outlines best practices for a variety of communication methods and provides examples of topics appropriate for each method. This tool is for whomever is in charge of communicating with families (e.g, a staff member, the tutor, a teacher, etc.). Remember to keep in mind whatever communication preferences families shared in their initial meetings, and make sure to follow best practices for student confidentiality.

Who should lead on family communication?

The degree to which tutors interact directly with families will depend on the tutoring program's design. In some programs, tutors may communicate directly with families, especially programs using more experienced tutors such as teachers or paraprofessionals. In some cases, a designated staff member, such as a Site Director or Parent Coordinator, will communicate with families and liaise with tutors. In other cases, the student's classroom teacher may take the lead on family communication regarding tutoring. If tutors are expected to communicate directly with families, expectations for this communication should be clearly delineated. Tutors should know with whom they must liaise prior to reaching out to families (e.g., a staff member or teacher), and should, ideally, receive training and coaching related to building successful relationships with families.

PHONE CALLS	
Best Practices	**Suggested Topics**
Know and Respect Family Preferences • What time is best to call? (Consider working hours and how early/late is acceptable.) • If a family doesn't pick up, is voicemail or text preferred? • Ask the student if they mind if you call home. • *Why: When a tutor calls home without giving the student a heads up, the student may lose trust in the tutor, especially if the content of the call is unexpected or negative. Every student's home life is*	**Mini-Celebrations** • Did the student go above and beyond in any way today? Work consistently the entire time? Try a really challenging problem? Help another student? Share praise! **Tutoring Session Notes** • *Note: In their initial meeting, did families indicate a preference for phone call updates about their student? If not,*

different in ways that aren't always obvious. Check in with students first, see how they feel about you calling home (for positive reasons or otherwise), listen to their perspective, and be up front if you do choose to call home contrary to their wishes to help maintain trust.

When calling

- Always ask at the outset if now is a good time to talk.
- If a lengthier or delicate conversation is needed, consider asking families to come and talk in person (or by video) instead.

If you are unable to get a hold of families, try:

- Calling at different times.
- Getting updated phone numbers from the student or family.
- Texting the number before you call to introduce yourself and alert the family that they should expect a call in a moment.
- Leaving a voice message so that they know who you are and why you are calling.
- Always using the same phone number to call from, and asking families to save the number in their phone.
- Using a phone number with the same area code as the tutoring program's location/students' school.

updates can be done through other methods.

- Student Academic Progress
- What topic/method/subject area the student worked on.
- What (school or program) assignments the student completed.
- Student Behavioral Updates
- How the student engaged/participated that day.
- How the student followed through on any action plans.
- Whether the student was in an atypical mood (e.g. had trouble keeping eyes open, said they wanted to work by themselves, etc.).

Immediate/Urgent Concerns

- Updates and Reminders
- Be sure to communicate information regarding anything occurring within 24 hours. (Families might not have enough time to check email.)
- For lengthy updates, consider sending an email or letter in addition to conveying information over the phone.
- No-Shows: Student doesn't show up for scheduled tutoring
    - *Why: Student safety is at issue if a student's family believes the student was in tutoring and they weren't. When a student doesn't show up for tutoring, families need to be notified ASAP. If the tutoring program happens within the school, there may be methods already in place for communicating with families around no-shows for a specific class/activity. Confirm with the school who will communicate with families if students are not present at tutoring.*
- Any concerns involving student safety
- Any norms not being upheld as agreed upon in the initial meeting.

	o *Examples: Student does not come with their homework as discussed in their last meeting, or tutor was not able to bring promised testing materials to a session.*

Media Platforms
Google Voice: *Through Google Voice, tutors can obtain a free and consistent phone number to give out to families without disclosing personal phone numbers.* **Video Platforms**: Google Meet, Skype, WhatsApp, and Zoom. *All of these platforms support both audio and video calls.*

TEXTING	
Best Practices	**Suggested Topics**

When texting:
 	
• Keep it formal and professional.
   o *Why: While you don't want to sound robotic, even via text you are representing a program to which families are entrusting their children. Avoid abbreviations.*
• Introduce yourself and the program in your first message.
• Personalize your messages.
   o *Say: "Diego's Social Studies essay is due at midnight tonight," not, "Your child has an assignment due."*
• Keep messages under 160 characters.
   o *Why: Long texts may get split and arrive out of order.*
• Only send messages with some immediate urgency.
   o *Example: tonight's homework vs. next week's rehearsal.*
• Make your messages actionable.
   o Why: Calls to action get attention and cooperation.
   o Say: "Marcus has a test tomorrow. Please ask him how, where, and
	Celebratory Pictures/Videos
	
	• *Why: Families often love seeing pictures of their students in action! They can also share or save the photos easily.*
	• Examples of good photo opportunities:
	   o Student helping another student
	   o Student explaining or presenting a topic
	   o Student following through on action steps
	   o Student earning a test score that shows growth
	
	Quick Updates/Reminders
	
	• Examples of typical reminders:
	   o Student attendance (e.g. confirming that the student was at tutoring from 4 - 5pm today).
	   o Upcoming events, deadlines, and/or assessments.
	   o Student reminders (e.g. to bring assignments to tutoring, to come to tutoring, to follow through on action steps from a goal setting conference, etc.).

when he plans to complete his study guide."	

Media Platforms

Google Voice: *Through Google Voice, tutors can obtain free and consistent phone numbers to give out to families so that they do not need to disclose their personal phone numbers.*
Remind: *A text app that sends reminders to students and families.*
TalkingPoints: *A text app that can translate reminders into families' native languages and ask questions via multiple-choice polls.*
Kinvolved: *A text app that messages families automatically whenever their students are marked late or absent.*

EMAIL

Best Practices	Suggested Topics

When emailing:
 	
 • Keep an upbeat and friendly tone.
 • Condense multiple emails into one.
     o *Why: If families feel spammed, they'll stop reading.*
 • Send emails at predictable times and during working hours.
     o *Why: Families are more likely to read and save emails they are expecting.*
     o *Use a consistent, easy-to-digest structure in your emails.*
     o *Examples: Keep deadlines in bold, use the same subject heading with a date, send emails from the same (professional, not personal) email address, use a chart or color-code for consistent updates, etc.*
 • *Use attachments or embedded links to shorten emails.*
     o *Why: Long emails don't get read. Include links for those who want to read more, but keep updates brief.*
	Weekly Updates
	
	 • Share the schedule for the upcoming week.
	     o *Note: If your Delivery Mode is Virtual or Blended, include video links for the upcoming week's sessions.*
	 • Remind families about upcoming deadlines and events.
	 • Share additional resources for families to support students.
	     o *Example: Supplemental online homework resources.*
	 • Include contact information for the tutoring program.
	     o *Examples: Specifically point out where families may have questions and where/how they can contact the program. Include contact information in email signatures.*
	
	 Longer One-Off Updates/Reminders
	
	 • Preview a longer upcoming email in the weekly update, if possible.
	     o *Why: If you need to send an informational email outside of the weekly update, tell families to keep*

	an eye out for it during the usual weekly email. • Choose a unique subject line specific for the update. **Upcoming Celebrations** • Include information about upcoming celebrations, and then send celebratory pictures/videos consistently in the weekly email to build community (even online). • If a family prefers email to text, you can send pictures/videos via email to celebrate students on a regular basis.

Media Platforms
Email Newsletter Tools: These help create and send structured newsletters to a group of subscribers (e.g. HubSpot). **Batch/Bulk Email Blasts**: These help you send multiple emails out with some personalization (e.g. MailerLite).

SHARED DRIVE	
Best Practices	**Suggested Topics**

When sharing access to a drive:
 	
• Be transparent.
   o Tell students (and families) what data families have access to and when it will be updated.
• Walk families through how to use the shared drive and/or how to interpret the online documents before sharing.
   o *Why: Data sheets and online documents are often tricky to read and include abbreviations or outside context. Address potential miscommunications by reviewing shared documents prior to granting access.*
• Check permissions (then double-check them).
	Tutoring Session Notes
	
	• What was the objective for the tutoring session?
	• To what degree did the student accomplish that objective?
	• What action steps did the student have and did they complete them?
	• How did the student engage that day?
	• Attendance/Punctuality
	
	Summative Data
	
	• Examples of Summative Data to Share:
	   o Assessments (e.g. Baselines, Midterms, Finals, Interim Assessments, Unit Exams, etc.)

- If the content is private student data, add each user manually, rather than making a shared drive available to anyone with the right kind of email address (or, worst of all, anyone with a link, including bots who guess the link).
- Ensure that each student has a separate folder so that no student can access the information for any other student.
- Choose view-only vs. editing access very carefully.
  - *Why: Families should have clear instructions and training on how to interact with digital content if needed so templates or past data aren't deleted or altered.*

- Weekly Roll-ups (can include completed work, accuracy of independent work, minutes spent in tutoring, etc.)
- Quarterly Roll-ups (can include progress to goal, reflection on action plans, attendance, anecdotes, etc.)

- *Why: The more concrete data points a family has, the more connected they feel to the program and the more supportive they can be of their student's work during tutoring sessions.*

Goal Setting and Action Plans

- *Why: If families know what their student is working towards, families can support the student's action plans outlined in their goal setting conferences by helping the student set aside time for study or by updating a weekly tracker at home. Families can also recognize progress to goals as students learn and grow.*

Media Platforms

Shared Drives: *These programs can grant access to the same documents by multiple parties (e.g. Google Drive or Dropbox).*

FACE-TO-FACE (IN PERSON OR OVER VIDEO)	
Best Practices	**Suggested Topics**

Before a face-to-face family meeting

- Consider whether an email or phone call would serve instead. If emailing or calling doesn't work or isn't appropriate, seek an in-person meeting.
  - *Why: Some families won't be able to come in for a face-to-face meeting easily, and some issues can be addressed with a quick phone call instead (e.g. "Turns out Luis was late because he was*

Introductory Meeting

- A face-to-face follow-up after the introductory letter home so families, students, tutors, and tutoring staff can introduce themselves to one another and ask pertinent questions.
  - *Why: An introductory meeting gives tutors a chance to get to know their students as people before getting to know them as students. It also grants insight into*

helping a teacher clean up!”). Even when an in-person conversation is scheduled, sending an email ahead of time may be best if there is a lot of ground to cover.

- Consider talking to the student one-on-one first.
  - o *Why: When a tutor meets with a family without giving the student a heads up, the student may lose trust in the adult, especially if the content of the meeting is unexpected or negative. Every student's home life is different in ways that aren't always obvious. Check in with students first, see how they feel about you meeting with their family (for positive reasons or otherwise), listen to their perspective, and be up front if you do choose to hold a meeting contrary to their wishes to help maintain trust.*

When having a face-to-face meeting

- Start with a shared goal.
  - o Tutors and families both want to support the student.
- State objective observations, not opinions.
  - o Use concrete, specific data whenever possible.
  - o Avoid assumptions and judgements.
  - o Say: *"I noticed it took three promptings before Melanie picked up her pencil last tutoring session. This also happened on Tuesday and last Friday,"* instead of *"Melanie has not cared about tutoring lately."*
- Explain the impact of the observed behavior and connect it to the student's goals.

family's preferences for communication and their priorities.

Goal Setting Conferences

- Using assessment data to review students' strengths and struggles, meet with students and their families to reflect on progress to goals, set new and/or interim goals, and create an action plan on how to achieve articulated goals.
  - o *Why: While goal setting can happen with just the student, inviting a family member to a goal setting conference may be helpful, especially if the student is younger, could benefit from executive functioning support, and/or has an action plan that involves at-home steps and assistance with accountability (i.e. working on improved attendance/punctuality).*

Intervention Meetings

- Some students may benefit from having additional reflection meetings beyond the pre-scheduled goal setting meetings. This may be the case if a student:
  - o Has already hit the goals set in a prior goal setting meeting,
  - o Is completing their action plan but not making academic progress (e.g. Jannie is turning in her homework on-time now, but her quiz grades aren't improving),
  - o Is not completing their action plan steps, or
  - o Is demonstrating a recurring behavior that breaks a tutoring norm or otherwise concerns the tutor.
    - ▪ Say: "Luis has come 10 minutes late to three of the

- o Say: *"Melanie's need for repeated reminders led to less work being completed, and Melanie's last quiz fell short of her goal."*
- Ask for student and family input.
  - o Why: *Students and families need time to process tutor comments and opportunity to ask more questions.*
  - o Say: *"Can you help me understand what's going on?"*
- Come to a conclusion and decide on a next action step.
  - o Thank the student and family for taking time to meet with you so that you can better support the student.
  - o Come to a shared, agreed-upon action step.
  - o Whenever possible, action steps should come from the student.
  - o Why: *The more student/family-led the solution is, the more likely follow-through will be maintained.*

last five tutoring sessions. He has also chosen to sit far away from other students."

Major Celebrations

- Consider inviting parents to visit in person for:
  - o Student Presentations
  - o Graduations or Awards Ceremonies
  - o Open House Nights
  - o *Why: Celebratory meetings and culminations give families more information about a program and allow families to see their students and the tutors in action.*

Media Platforms

Video Platforms: Google Meet, Skype, WhatsApp, and Zoom. These platforms support both audio and video calls.

Tutor-Student Goal Setting Conferences

Purpose

One-on-one goal setting conferences between tutors and students empower each student to take ownership over their education. Tutor coaching can help students clarify their goals and codify their plans of action, making it easier to communicate students' progress to their families and other stakeholders such as teachers. Tutors can use the agenda below collaboratively with students to analyze academic growth and mastery, reflect on overall progress towards goals, and create a new action plan to keep moving forward. This agenda will guide tutors through how to prepare for a student's goal setting conference beforehand, how to facilitate student reflections on their academic strengths and struggles during the conference, and how to coach the student to craft an action plan that clearly connects students' strengths to specific moments of concerted effort and that connects students' struggles to specific future opportunities for growth.

Using this tool

Programs should have a process in place for planning for, conducting, and following up on goal setting conferences. This tool provides an outline regarding how to get such a process started if a program has not already established one. The tool's design is generic and the protocol should be adapted to meet a program's needs; the tool's components and language will need to be adjusted depending on the age of the student and the content area in which the student is receiving tutoring. Any goal setting conversations between tutors and students will depend on the foundational goals for tutoring. These initial goals may have been established with families, teachers, and/or schools and provide a good starting point for setting individual student goals.

Lenses

There are five lenses for thinking about goal setting conferences that help increase tutor efficacy:

1. Specific & Measurable: The more specific and concrete the data on which a tutor focuses the conference, the easier it will be for students to identify their strengths and struggles and connect these to their actions during tutoring.
2. Growth Mindset: Making explicit connections between student effort and student academic progress/mastery helps students develop a growth mindset.
3. Reducing Stigma: Particularly if a program's Take-Up is Mandatory, students may feel a stigma attached to the idea of going to tutoring. Helping students see tutoring as support, not punishment, will boost student engagement.
4. Stakeholder Support: Sharing goals and progress with students' teachers/families helps provide holistic support.
5. Student Agency: The more the student can lead the conversation, the more authentic their reflection will be, the more invested they will be in their action plan, and the more likely they will be to follow through on action steps.

Before the Conference: Preparation

Both tutors and students should engage in independent reflection before the conference by reviewing the student's assessment, project, or assignment results and considering the specific student actions that yielded these results. For tutors, this reflection creates an opportunity to prioritize which topics they will guide the student to consider during the conference and identify specific moments that illustrate the connection between the student's effort and successes. For students, reflection before the conference gives ample time to process and internalize their results and begin thinking more deeply about how their actions influenced their outcomes. By frontloading this intellectual work, both tutors and students can come to the table knowing what they need to focus on and why, helping the conversation flow efficiently.

Data Share	Lenses

Conference Date:
Goal:
 	
Assessment/Project/Assignment:
Score (if applicable):
 	
Consider including the following:
 	
• Effort Data
  ○ Quantitative Examples: *homework completion, tutoring or class participation rates, tutoring or school attendance/punctuality rates, etc.*
  ○ Qualitative Examples: *students' behavioral choices at home, school, and during tutoring sessions such as asking questions, teamwork, focus, study strategies, productive struggle strategies, etc.*
• Specific Academic Data
  ○ Quantitative Examples: *quiz data, breakdown analysis by topic, standard, and question type (multiple choice vs open-ended), completed assignments on blended learning software, other school or tutoring assignments, projects etc.*
  ○ Qualitative Examples: *level of care and detail in a student's work, progress by rubric strand, the kinds of errors a student makes, etc.*
	Specific & Measurable: Specific Academic Data analysis will help students **zoom in** enough on their data to identify their **strengths** and **struggles**.
	
	Growth Mindset: Effort Data analysis will help tutors and students make growth mindset **connections** between **actions** and **outcomes**.
	
	Stakeholder Support: Reach out to **families** and **teachers** to get **qualitative data** about a student's effort in class and circumstances at home to get a **holistic** picture of the student's actions leading up to the assignment. If your **Setting is In-School**, tutors can talk with teachers about a classroom assignment or test. .

Overall Reflections		Lenses
For Students to Fill Out:	How prepared/confident did I feel during this assessment/assignment/project?	**Student Agency**: Students may require scaffolding depending on their age and self-awareness. Consider adding scales (e.g. 1 - 5 for confidence), multiple choice options listing the topics covered on the assignment, or specific prompts to look at effort data in the final two questions (e.g. "Look back at your old homework and notes from sessions").
	What topics did I feel most prepared/confident in?	**Growth Mindset**: Encourage students to reflect on their actions and experiences first, and only then reflect on the outcomes they saw on the assignment. Let students make predictions about how they did based on their preparations and confidence before seeing their results to build their academic self-awareness.
	What topics did I feel least prepared/confident in?	
	What actions did I take to be successful?	
	What could I have done to prepare myself better?	
For Tutors to Fill Out:	How prepared/confident did this student seem during this assessment/assignment/project?	**Student Agency**: Students will feel more invested in the whole goal setting process if they can contextualize their goals in terms of their own experiences on a given assignment and the actions they can take to make things (even) better next time. Instead of telling students how to think about their results, show them the results and give them a chance to think
	What topics did this student seem most prepared/confident in?	

	What topics did this student seem least prepared/confident in? What actions did this student take to be successful? What could this student have done to prepare better?	for themselves. Use your answers to guide student thinking, not override it.
Data Reflections		**Lenses**
For Students to Fill Out:	What topics or parts of the assignment or project did I perform best on? Why is that? If applicable, where do I see improvements from previous assignments, projects or assessments? What topics or parts of the assignment or project did I struggle with? Why is that?	**Student Agency**: Tutors may need to walk students through how to interpret the data or feedback on their assignment or project before they fill out their reflections to ensure that the feedback and data are understood. Instead of interpreting the feedback or data for them, present the data in an intuitive way and model the skills of analyzing the data and breaking down feedback for students.
For Tutors to Fill Out:	What topics or parts of the assignment or project did the student perform best on? Why is that? If applicable, where did the student show improvements from previous assignments, project or assessments? What topics or parts of the assignment or project did the student struggle with? Why is that?	**Specific & Measurable**: When reflecting on data, tutors should always back up their own ideas with "evidence from the text" of this student's performance on this specific assignment, rather than falling back on general preconceived notions about the student or the subject matter. **Growth Mindset**: Take the time to compare your student's work on this assignment to their work on previous assignments or assessments, not to their peers' work on this one. Aim to frame your feedback in ways that

		connect student actions during tutoring sessions to specific outcomes.

During the Conference: Agenda

Tutors can use this agenda (adapted to suit their program) to guide goal setting conversations with students. Record students' reflections, new goals, and action plans somewhere the tutor, student, student's family, and student's school can reference regularly. Students should take their own notes in order to increase their ownership of the conversation.

Steps	Description	Lenses
Check in and Explain the Purpose of the Conversation	1) Check in with the student and ask how they are doing. 2) Frame the conversation and ground the goal in long-term aspirations. For example: *"The purpose of this conversation is to give you the space to talk about your most recent assessment (or assignment or project) and to get a clear picture of your progress in this subject. Can you tell me in your own words why goal setting is important for us to talk about?"*	Reducing Stigma: Ensure framing is asset-based by celebrating wins, building on strengths, and seeing what is or isn't working for the student.
Reflection on Most Recent Assignment/Assessment/ or Project	3) Ask the student to reflect on goals and effort on the last assignment. *"Let's start by talking a little bit about [most recent assignment]."* *"What did you think of this assignment?"* *"What were your strengths? Where did you struggle?"*	**Reducing Stigma**: For students that show low growth, low mastery, or have a low threshold for frustration, be prepared to share several examples of students' strengths. Ensure you thoroughly highlight these wins before moving on to their struggles.

	4) Ask the student to consider what held them back from doing better. *"What do you need more practice with? Why?"* *"Did you reach your goals? Why/Why not?"* 5) Comment on your student's reflection; add your own thoughts on their strengths and struggles. Praise their self-awareness if applicable!	
New Goal and Action Plan	6) Together, set a new goal for the next assignment and identify the next steps (i.e. the actions that the student will take) needed to reach that goal. *"Based on your recent data and on what we've discussed, what do you think your goal for the next assignment should be? What actions are you going to take to get there?"* 7) Guide the student to choose specific actions to help build on strengths and overcome struggles. Consider potential obstacles to these next steps! Good Examples: - *"I will come to tutoring on Mondays and Wednesdays to practice my calculator key codes."* (Planned action has a specific purpose and measurable indicators of effort each week.) - *"I will create flashcards to help me review the concepts that I have not mastered yet, and study for 15 min a day."*	**Specific & Measurable**: Students can get even more specific by creating back-up plans that involve teacher support (e.g. "If I can't do Monday for any reason, call my parents and sign me up for Tuesday instead that week"). **Student Agency**: Tutors can help scaffold student-generated goals by saying things like "That will show some growth, and if you want to be college-ready by June you'll need a score of 70 in May," or "That's a great stretch goal, and a score of 75 will still show tremendous growth."

	Bad Example: *"I'm going to come to tutoring more." (Too vague!)*	
Check for Understanding and Support	8) Recap next steps and why they matter. *"What are your goals for the next assignment? What steps will you take to get there?"* 9) Thank the student and see if they have any final questions for you. "Thank you for talking with me about your exam! I'm excited to support you as you work to meet your goal. Do you have any questions for me?"	**Stakeholder Support**: Tutors should let students know that they will communicate these new goals and action plan next steps to the student's family/school. Review with the student if there are other ways to help their family/school support the action plan (e.g. "Go to lunchtime homework help at school at least twice a week").

Click here to download the Goals Master List Example Tracker.