NATIONAL STUDENT SUPPORT ACCELERATOR

equalizing access to quality tutoring

TOOLKIT FOR TUTORING PROGRAMS

This toolkit is designed to guide practitioners through designing and implementing a new high-impact tutoring program or improving an existing one.

Question or comment, please email to info@studentsupportaccelerator.org

studentsupportaccelerator.org

TABLE OF CONTENTS

USING THE TOOLKIT

Suggestions

For those starting a new program, try the following process:

Program Design

- Begin by reviewing Model Dimensions to understand the types of decisions needed when designing a new high-impact tutoring program.
- With the model dimensions and considerations in mind, you are ready to define your Program Focus (the grade levels/content areas) through conducting a landscape analysis to better understand the strengths, resources and needs of the community you intend to serve. The tools will guide you through developing a value proposition and logic model designed to address the program focus you identify.
- Your program focus, value proposition and logic model will provide the foundation and context needed to estimate costs and choose model dimensions that will result in a cohesive and effective high-impact tutoring program.

Program Implementation

- With a clear program focus, value proposition, logic model, initial model dimension decisions, and cost estimate, you can begin implementation. Each of the seven elements of High-Impact tutoring has specific implementation guidance and tools. The Tool Appendix gives the full range of tools.
- Because the order in which a particular program will need implementation guidance and tools will vary based on its program focus, local community, and the resources already in place, you can scan each section to understand the guidance available and refer back as that particular guidance is relevant for your program's implementation.

For those seeking to improve an existing program, review the top level guidance in each section in the order suggested above and dig deeper into areas of interest.

Origin

The Tutoring Toolkit was developed through extensive research into the existing tutoring landscape, including both a review of the academic literature on tutoring programs and interviews with experts in the tutoring field, including practitioners, researchers, and funders.

Purpose

The Tutoring Toolkit aims to identify the choices and practices that define high-quality tutoring programs, while also providing resources and tools to help with common challenges that programs face

in implementing these choices and practices. The toolkit is designed to support both launching a new tutoring program and improving an established one. Although fairly comprehensive, this initial toolkit will evolve regularly to include more tools and reflect new learning.

Structure

This toolkit has two sections:

1. **Program Design**: This section contains guidance for making decisions about your program's model and determining its focus.

2. **Program Implementation**: This section contains guidance for putting your program's model into practice effectively. It is subdivided into four of the seven **elements of High-Impact Tutoring**: **Tutors**, **Instruction**, **Learning Integration,** and **Data Use**. Within each element's section, you will find:
   o **Critical Questions**: The most important questions to consider when thinking about this element.
   o **Model Dimension Review**: The range of decisions you need to examine when making design choices related to this element.
   o **Implementation Checklist**: The actions to keep in mind when planning implementation of this element.
   o **Implementation Tools**: A suite of practical resources to support your day-to-day implementation of this element.
   o **Key Insights**: Critical information distilled from our research that should inform your understanding of this element.

3. **Tool Appendix:** This section contains a comprehensive list of all the tools available, organized by the elements of high-impact tutoring.

When discussing tutoring program models, we make a distinction between a program's Model Dimensions and its Actions & Practices.

Model Dimensions
The fundamental design choices a new tutoring program makes at the outset, including "tutor type" or "program setting" (i.e., what the program is).

Actions & Practices
The routine implementation processes that programs can improve regardless of their Model Dimensions, including "tutor recruitment and selection" or "session facilitation" (i.e., what the program does).

The table below outlines what Model Dimensions matter most within each element, along with the associated Actions and Practices that comprise it. See Model Dimensions for more detailed information.

Program Design		
Program Focus	**Related Model Dimensions**	**Actions and Practices**
	• Subject Area • Grade Level • Target Students (i.e. Which students receive tutoring. Targeting may be problem-driven, curriculum-driven, or universal).	N/A
Program Implementation		
Element	**Related Model Dimensions**	**Actions and Practices**
Tutors	• Tutor Type (i.e. teachers, paraprofessionals, parents, volunteers, etc.)	• Recruitment & Selection • Screening & Expectations • Training & Support
Instruction	• Delivery Mode • Dosage • Student-Tutor Ratio • Tutor Consistency	• Session Content • Session Structure • Session Facilitation • Relationship Building

Learning Integration	• Setting
	• Take-Up
		• Stakeholder Engagement
		  o Family & Student
		  o School & Teacher

Data Use	N/A	• Measures & Data Collection • Evaluation & Improvement

To browse all tools related to a particular element, select it below. To search for a specific tool, see the Tool Appendix.
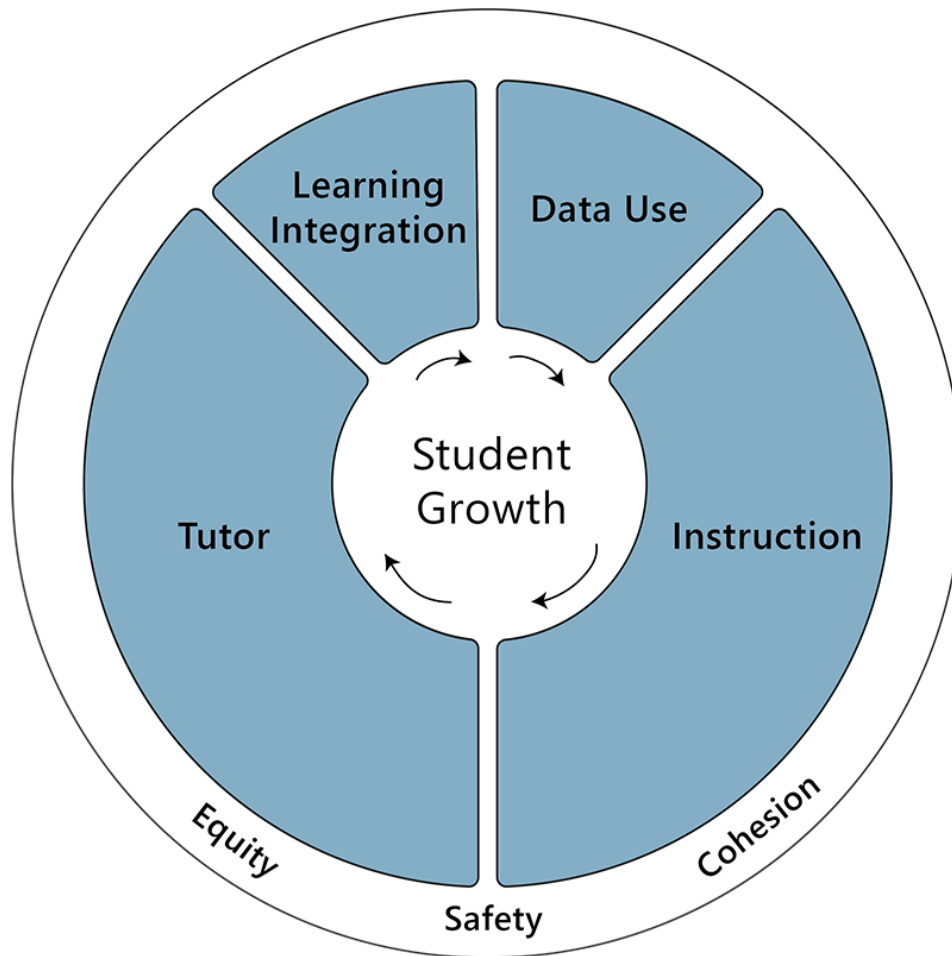
Integration of Safety, Equity and Cohesion

The overarching principles of high-impact tutoring are safety, equity, and cohesion. These themes have been woven in throughout all components of the toolkit.

Safety

Maintaining student safety should be a top priority for any tutoring program. Programs must ensure they are following local, state, and federal laws to ensure student safety, as well as developing the capacity in staff and tutors to create a safe environment for students. Throughout this toolkit, you will find tools designed to support tutoring programs with ensuring student safety, from guidance for conducting background checks on prospective tutors to best practices for online tutoring and ensuring student data privacy. See the Tool Appendix to find particular tools that highlight specific aspects of student safety.

Equity

Tutoring programs should work toward equitable outcomes for students. Therefore, decisions regarding access and participation should be rooted in equity. Throughout this toolkit, you will find tools designed to help programs put equity at the center of their practices. Equity requires individuals at all levels of the

tutoring organization to critically examine their own biases and work together to create actively inclusive environments.

All sections of the toolkit are designed to prioritize equity, whether in the foundational choices of program design, by selecting qualified tutors who reflect diverse communities, through providing training and support related to cultural competency, when determining data measures and collecting feedback from students and their families, or through providing rigorous and accessible instruction to all students. The work of striving for equity is never done, so we seek to keep updating our tools and resources to help programs embody equity in their decisions.

Cohesion

Cohesion refers to both the innovative leadership and high quality execution required to have a well-run organization as well as the alignment of a tutoring program design with its vision and mission. In the Program Focus section of the toolkit, you will find resources to conduct a community landscape analysis, develop a value proposition grounded in equity, and ensure that the program's practices are aligned with its vision. Throughout the toolkit, tools consistently refer back to programs' Model Dimensions, providing insight into how their guidance might apply to different programs differently depending on their design decisions. Some tools have been specifically crafted to support programs with specific Model Dimensions. Tools are also interlinked across sections, making it easier to identify ahead of time when a program team's actions and practices in one aspect of their work will shape (and be shaped by) their decisions and choices in another. Specific organizational leadership and execution tools will be available in tool updates.

PROGRAM DESIGN

Whether you are designing a new program or seeking to improve an existing one, deeply understanding your program's value proposition, logic model and the landscape in which your program operates will help to focus your efforts most beneficially. This analysis and resulting understanding will provide the foundation and context needed to design a cohesive, high-impact tutoring program.

Designing a program is best done iteratively. Here is a suggested process:

1. **Review** Model Dimensions**:** Begin by reviewing Model Dimensions to understand the types of decisions and related considerations required for designing or improving a high-impact tutoring program. The Model Dimensions Planning Tool can help you track your design decisions.

2. **Develop a Program Focus:**
    o Conduct a Landscape Analysis: A Landscape Analysis outlines the strengths, resources, and needs of a community. It provides a framework for designing your tutoring program and ensuring that your program addresses the needs of the community.
    o Develop a Value Proposition and Logic Model: Your value proposition translates community needs identified by your landscape analysis into concrete goals for your program. Your logic model explains how the model itself, the supports, and the stakeholders will interact to produce the results that you aim to achieve for students.
    o Calculate costs and understand funding sources: You can use the Cost Calculator to estimate your program's costs. Review Funding Tutoring Programs for important information about how districts and schools may fund your program.

3. **Choose your model design using the Model Dimensions Planning Tool**: This tool can serve as a reference as you begin implementation. Because designing a tutoring program is an iterative process, as you move through implementation these design decisions may shift.

Program Focus

Overview	
Critical Questions	• Why and for whom is this tutoring program needed? • How will this tutoring program increase equity?
Program Focus	

Implementation Checklist	• Understand the community strengths, resources and needs through a landscape analysis
	• Articulate an equity-based value proposition about unmet student needs identified through the landscape analysis
	• Develop a logic model defining inputs, activities, outputs, and outcomes
	• Understand program costs and funding sources
	• Choose a model design based on:
	    o Your equity-based value proposition
	    o Feedback from the community and stakeholders
	    o Evidence-based research on effective tutoring programs
	    o The constraints of the context in which the program is operating

Implementation Tools	• Conducting a Community Landscape Analysis • Logic Model Guidance and Template • Developing a Value Proposition • Tutoring Program Model Dimensions and Planning Tool • Cost Calculator
Key Insights	**Programs should begin by articulating a specific equity-based value proposition informed by an assessment of the community need for tutoring. This foundational clarity will support program leaders to**: • Make purposeful and consistent model design decisions aligned with the program's value proposition. • Prevent mission creep and make decisions that serve the needs of the community. • Scale up quickly and make decisions about trade-offs without the program losing focus. **Program Design should be informed by research**. • While opportunities for further research remain, a solid base of initial evidence can guide program design.

	- New programs lack impact data, but being able to highlight that specific model design decisions are based on research will help secure funding sources and build partnerships with school districts or other stakeholders. **Instead of trying to design a perfect program from the start, invest in opportunities for evaluating effectiveness and continuous improvement**. - As one program leader shared, "You could spend three years trying to build the most perfect tutoring program, but our current mindset is: We need to do something now. We need to build in ways to quickly understand what is working (and not working) and quickly course correct."

Conducting a Community Landscape Analysis

What is a Landscape Analysis?

A Landscape Analysis outlines the strengths, resources, and needs of a particular community. It provides a framework for designing a service and ensuring that it is embedded directly in the needs of the community.

Why should you conduct a Landscape Analysis?

Prior to starting any type of community program — whether a tutoring program or any other service — you should confirm that there is a need and a desire for the proposed program in the community you aim to serve. The information you gather through a Landscape Analysis will allow you to thoroughly map these community needs and desires, ensuring that they remain paramount when you design your program, set priorities, and make strategic decisions. A Landscape Analysis will enable your program to keep the actual needs of the community in mind at all times, rather than your own hypotheses about its needs. Doing this essential groundwork will aid in designing an effective tutoring program that the whole community values.

Who should be considered in a Landscape Analysis?

While there are no strict limits regarding who can be involved, here is some basic guidance about whose needs should be prioritized:

- Students and families who will likely benefit from the tutoring program. Ensure that you hear from a wide range of voices so that you can holistically understand the needs of the community of potential beneficiaries.
- Other stakeholders beyond students and families, such as teachers and school administrators, who will have a solid expert understanding of students' needs for additional tutoring services.
- Other community members, or like-minded organizations that have a history operating in the community and can help you to carry out the assessment itself or assist with program design planning.

How do you conduct a Landscape Analysis?

The qualitative and quantitative data you collect will help you define your tutoring program's necessary inputs, benchmark outputs, and desired impact. Here are some of the sources from which you may want to collect information:

- Interviews & Focus Groups: Solicit direct input from both the beneficiaries of tutoring (families and students) as well as other stakeholders (such as school administrators and teachers) to understand what needs they observe and experience. This will help you understand students' academic context and where a tutoring program might fit in.
- Public Forums: Seek out public forums already happening that relate to the needs you have identified. Attend local school board meetings and other community gatherings to better learn the local political landscape.

- Observations: Directly observe and speak with those on the front line. Visit tutoring programs or similar services that already exist and see what they look like in action.
- Needs Surveys: Collect an easily-parsed set of data points by having community members rate proposed services and answer a few open-ended questions to help you understand the aggregate needs of the community.
- Existing Quantitative Data: Review and synthesize available data from sources such as: research studies that have already been conducted (e.g., recent research related to learning loss); publicly available resources such as US Census data about the community; and local school district records on student achievement and graduation rates.

Analyzing Your Findings

As you analyze findings, look for trends. Consider the following:

- Strengths: What are the existing assets of this community?
  - For example, you may find that the community already has robust services for literacy programs in early elementary school that have supported students both in school and, with family participation, at home.
- Gaps: Where is something missing from this community's support structures?
  - Identifying gaps will help you design your tutoring program to fill them. For example, you may find that there are limited programs or services available to students who struggle in math in the secondary setting. If so, this may be where tutoring would be most beneficial.
- Needs: What specific problems and unmet needs has this community shared?
  - For example, you may have heard that there is a lower rate of involvement in after-school programs in secondary settings due to time constraints for youth that have taken on part-time work. This can help inform the design of your program. How will you ensure tutoring is available to students at a time when they can actually be involved?
- Opportunities: What specific resources in this community can you leverage to help solve its problems?
  - For example, you might learn that there are many university students in the area who have interest in working in the community, but there is no formal relationship between the school district and the local university. Your tutoring program could bridge this gap and leverage this local talent; accessing low-hanging fruit like this will help your program meet community needs efficiently.
- Threats: What are some potential threats to your program that you will need to consider?
  - For example, you might learn that another tutoring program is starting up in the community or that state policy was just enacted that requires tutoring to be done by certified teachers. Identifying and taking into consideration any threats will help you both design and pitch your program.

Sharing Your Findings

You should produce a simple report you can use to present your findings both to the community and to additional stakeholders (such as funders). This report can serve as a summarizing tool to help you

advocate for your tutoring program, directly connecting the development of your program to the needs of the community. A report typically includes the following:

- An overview of whose needs you considered in your Landscape Analysis.
- A description of the methods your program used to collect qualitative and quantitative data.
- A summary of the number and demographic characteristics of the individuals who contributed to the dataset, such as the number of individuals who completed a needs survey and a demographics overview of survey respondents.
- An outline of the process, including both its strengths and any challenges you may have faced. Openness about challenges is particularly important so that the reader has a holistic understanding when reviewing your report. For example, did you have difficulty achieving high completion rates for a survey? How might that skew your findings?
- A synthesis of key findings. This is where you would address the actual results and insights gained from the analysis you conducted, articulating the strengths, gaps, challenges, and opportunities in the community.
- A set of recommended next steps. Based on the Landscape Analysis, what are your recommendations? How should the design of the tutoring program adapt to address the specific needs of this particular community?

Additional Resources

The Community Toolbox, developed by the University of Kansas, lists a number of resources to support programs in developing a robust Landscape Analysis, sometimes referred to as a Community Needs Assessment.

Logic Model Guidance and Template

What is a Logic Model?

A Logic Model is a road map for thinking through how to create a desired change or outcome. Creating such a model requires a top-level articulation of the inputs and actions required for a program to produce results, and an adherence to a consistent internal logic regarding how the design of a program relates to its goals. For any tutoring program, a Logic Model should explain how the model itself, the supports, and the stakeholders will interact to produce the results that you aim to achieve for students. A thoughtfully executed model can be an invaluable tool in fleshing out hypothesized causal relationships among inputs, actions, outcomes and impact.

Why should you articulate a Logic Model?

While it may seem like unnecessary work, a fully fleshed-out Logic Model provides many benefits:

- **Organizational Alignment:** A Logic Model helps align your entire organization around a shared understanding of what you are trying to achieve and how to go about achieving it. A high level of clarity and detail in the Logic Model ensures that everyone knows what the organization is working towards and moves in the same direction.
- **Goal Setting and Progress Monitoring:** A clear Logic Model allows you to set goals for program impact and easily monitor if you are on- or off-track to reaching those goals. More importantly, the fleshed-out causal relationships can help explain why your program is on- or off-track and where to target improvement efforts.
- **Alignment with external stakeholders:** A clear Logic Model allows you to easily provide concise explanations of your program's design and intended impact to students, families, schools, and prospective funders.
- **High impact investments:** A clear Logic Model allows you to annually assess whether your investments are actually leading to impact. If you find that they are not, you can see where to adjust and improve.
- **Guidance for improvement, innovation, and expansion:** A clear Logic Model helps you set up routines to regularly reflect on your program's impact and improve it. It can also make innovation and expansion much smoother. When programs have a clear understanding of what drives their impact, they can make better decisions around innovation and growth.

Components of a Logic Model

A Logic Model depicts the major, recurring aspects of an organization or program (rather than any one-time projects or tasks — like securing office space — which you are (hopefully) not doing year after year). There are five core components:

- **Needs**: The areas in which a community does not have sufficient resources or capacity. The starting point of every program's Logic Model is an explanation of the need for the proposed program. Needs are drawn from your Community Landscape Analysis.

- **Inputs**: The resources and conditions that need to be in place for the program to function. Types of inputs for a tutoring program could be students, tutors, classroom space, funding, a tutoring curriculum, etc. External constraints (like laws or safety regulations) are other kinds of external inputs that will shape the program's design.
- **Actions**: The specific steps you need to take to implement your program's strategy. These should be major recurring processes that produce the program's desired results. For example, actions of a tutoring program might include identifying and pre-testing students for tutoring, as well as recruiting, hiring, and training tutors.
- **Outputs**: The immediate results of the actions that the program takes. Outputs are often quantifiable (e.g. the number of students who increased their GPA, the number of tutors trained, etc.), but do not alone define the program's success. Rather, outputs help you understand the underlying reasons why certain actions achieved a specific result.
- **Impact**: The changes (short-term, intermediate, and long-term) your program aims to achieve. Impact includes all positive outcomes your program provides for its beneficiaries. Impact can be broken down into learning (not just knowledge gain, but also changes in perception and attitudes towards learning itself), skills (applied knowledge that accomplishes results, such as a student's improved study habits), and conditions (e.g. pride and confidence).

Basic Example of a Logic Model

This is a basic example of a Logic Model for a tutoring program serving 9th grade students who enter high school below grade level. Logic Models can be significantly more complex, but even a simple one is helpful. Each tutoring program's Logic Model will be unique based on the identified needs of its community and the exact impact it aims to achieve.

NEEDS	INPUTS	ACTIONS	OUTPUTS	IMPACT
What needs does the program address?	*What goes into the program?*	*What actions does the program take?*	*What happens as a result of those actions?*	*What are the benefits of participating in the program?*
Beneficiaries: Students who enter the 9th grade below grade level in literacy and/or mathematics. **Community Needs:** • Targeted academic support to	**Financial**: • Funding through grants • Funding through district contracts **Personnel**: • Tutors • Tutor support staff	**Supports:** • Pre-service training • Ongoing tutor supervision and coaching **Direct Services:** • Daily tutoring sessions between students and tutors • Goal Setting conversations with	**Supports:** • High-quality training and ongoing coaching • Tutor satisfaction with their training and support • Average number of coaching sessions with tutors by program staff	**Short Term:** • Students have increases in test scores, GPA, and other academic achievement this year • Students report positive experiences throughout the program

	Materials:	students, families and teachers	Direct Services:	• Students gain a sense of self-efficacy
address unfinished learning • Confidence in academic area	• Tutoring curriculum	• Inter-session review of student data and alignment with teachers Evaluation: • Regular annual impact evaluation	• Strong execution of tutoring sessions aligned with curriculum criteria • Students master tutoring session content daily • Strong tutor-student relationships • Regular student attendance at the tutoring sessions • Average number of goal-setting conversations with stakeholders • Daily, productive communication between tutors and teachers	• Students, families, teachers, and schools are satisfied with the tutoring program • Tutors are satisfied with their experience and encourage others to apply to become tutors with the program **Intermediate:** • Students enroll in more rigorous coursework the following year • Students graduate high school at increased rates **Long Term:** • Students matriculate at, succeed in, and graduate from college at increased rates

A Note about the Beneficiaries

In your Community Landscape Analysis, you will need to identify whom you plan to benefit and what their needs are. While it is a given that tutoring programs should directly improve the academic abilities of students who receive tutoring, the program may also outline other stakeholders who are direct beneficiaries of the program. For example, many tutoring programs aim to help not only their students, but also their tutors, who get a foot in the door to a career in education. If a program has articulated this goal, then in their intended impact (and throughout the Logic Model), you will see actions not only for

improving student achievement but also for improving tutor desire and readiness to pursue that career path further. For example, impact data might include the percent of tutors who go on to enter a teacher certification program. Additionally, some programs might see parents as beneficiaries. Impact data for parents could include the percent of parents who report that they have the strategies and tools to support their children with their academic work.

Template for Designing a Logic Model

NEEDS	INPUTS	ACTIONS	OUTPUTS	IMPACT
What needs does the program address?	*What goes into the program?*	*What actions does the program take?*	*What happens as a result of those actions?*	*What are the benefits of participating in the program?*
Beneficiaries:	**Financial**:	**Supports:**	**Supports:**	**Short Term:**
Community Needs:	**Personnel**:	**Direct Services:**	**Direct Services:**	**Intermediate:**
	Materials:	**Evaluation:**		**Long Term:**

Developing a Value Proposition

What is a Value Proposition?

A Value Proposition is a concise articulation of the value an organization delivers should someone choose to use their program. It consists of two core components: the Challenge (or unmet need) that the program intends to address and the Approach that states how the program provides value to address that challenge. It distinguishes the program from other seemingly similar programs by highlighting what makes its approach uniquely well-suited to solving a specific problem or particularly efficient at meeting a specific unmet need.

Why should you articulate a Value Proposition?

Your Value Proposition translates the specific community needs identified by your Community Landscape Analysis into concrete goals for your program. This articulation ensures that the community you aim to serve sees your program as a worthwhile investment (and, ideally, as their best choice from all available options). Your Value Proposition will help you make consistent and intentional internal decisions about your Model Design Dimensions and develop a clear and cohesive Logic Model. You can use it in your outreach to stakeholders (e.g. prospective students, families, schools, funders) so that everyone has a clear shared understanding of your program's value. Ideally, in fact, you would draft the Value Proposition in collaboration with the community members who provided feedback for your Community Needs Assessment to ensure full alignment with their needs.

A Value Proposition should address the following:

The Challenge:

- What is the challenge and who experiences it?
- What is the better world you envision instead?
- What beliefs underlie your vision for this future?
- What data do you have to illustrate the urgency, importance, or pervasiveness of your challenge?
- What are the possible compounding effects if this challenge goes unaddressed? *e.g. Failure in Algebra 1 can lead to lower graduation rates.*
- What are barriers to successfully addressing this challenge? *e.g. Class sizes are too large.*

The Approach:

- What are your program's goals?
- What is your high-level strategy for achieving those goals? What is your theory of change?
- What does this theory look like in practice? How does your strategy play out in action?
- What impact has your program already made?
- What research supports your program's design? *Note: this is particularly important if your program is relatively new, because you will not have rigorous impact data to share (yet).*

Assessing Your Value Proposition

- **Is it clear and concise?** Would someone unfamiliar with your program understand what you're saying?
- **Does the Approach directly address the Challenge you describe?** Does the outline of your program in the second half of your Value Proposition address and respond to the specific issues raised in the first half?
- **Does it share clear statistics?** Have you "shown your work" and demonstrated both the magnitude of the specific community needs and the underlying research-based rationale for your program's Approach in detail?
- **Does it reflect your values and beliefs?** When you read this Value Proposition, do you feel proud of it?
- **Does it reflect the needs outlined in the Community Needs Assessment?** Would someone in the community react to hearing this Value Proposition by saying "Wow, this sounds like exactly what we need"?
- **Is it powerful?** Would hearing this Value Proposition compel a prospective funder to write you a grant? Would hearing this Value Proposition compel a young professional to bring their talents to your team?

Examples of Value Propositions:

For ease of use there are links under 'Challenge' and 'Approach' that will take you directly to the organization's information on their website. The language under 'The Challenge' and 'Our Approach' reflects the language from the organization's website.

Saga Education Content Area & Grade Level: 9th Grade Math (Algebra 1) Target: Universal or Problem-Driven Setting: In-School Take-Up: Required Tutor Type: Paraprofessionals (AmeriCorps) Delivery Mode: Traditionally In-Person (Implementing SAGA OffSite Virtual in 2020-2021) Dosage: 45-60-minute sessions 5x per week for 1 school year Student-Tutor Ratio: 2:1 or 3:1 Tutor Consistency: Consistent	
Challenge	**Approach**

The Challenge:

We believe that inside every child lives a story waiting to unfold. But those stories start in very different places.

29.8 million American kids are below poverty level. (National Center for Children in Poverty)

The social and economic disparities that young people experience *outside* the classroom create disparities *within* it.

For every **10 low-income students** who enter high school:

Seven will graduate on time.

Four will enter college.

One will earn a college degree by the age of 24.

(Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009.")

Improving the academic outcomes of low-income students is one of our nation's most urgent challenges. By high school, many students in distressed communities can be three or more years behind grade level, especially in math, which research shows is a dangerous pitfall on the pathway to graduation.

80% of students who drop-out of high school cite **course failures** as their number one reason — and **Algebra 1 is the course most frequently failed.**

A core problem for schools is how to lift 9th graders over the Algebra 1 barrier. Yet, our large class sizes have made it impossible for teachers to offer these students the individual instruction they need to catch up, or better yet, thrive.

Our Approach:

Educational inequity doesn't have to be a fact. At Saga Education, we know every student is capable of earning success in school, and life. Some just need extra support. And we are getting it to them.

We are a national nonprofit organization that partners with public school districts to supplement teacher instruction by offering trained tutors for students who are falling behind.

We are redefining personalized learning. By using data and rigorous scientific research we continuously learn and improve. We leverage the best of technology and human instruction to maximize learning, to improve student confidence, and to help students feel connected to a caring adult in school.

How it works:

Daily, consistent tutoring sessions build academic skills and confidence.

Tutoring happens **during the school day**, not after.

Instruction is **personalized**, tailored to individual student needs.

Supportive, caring near-peer relationships boost confidence.

Proven, performance-raising curricula are delivered by trained Fellows.

The GO Project
Content Area & Grade Level: All Subjects, K-8th Grade
Target: Problem-Driven
Setting: Out-of-School (Weekends & Summers)
Take-Up: Voluntary
Tutor Type: Volunteers supervised by teachers/school staff
Delivery Mode: In-Person (with virtual option this year)
Dosage: 3-hour Saturdays sessions for 7 months + 5-week summer program
Student-Tutor Ratio: 4:1
Tutor Consistency: Varies

Challenge	Approach

The Challenge:

At the GO Project, we believe that all children deserve access to a quality education.

But, despite efforts to improve the public education system, many children--primarily from low-income areas--are left behind, unable to access the American dream.

Today, in New York City, 72.6% of public school students will graduate on time and less than 45% of students with a special education classification (due to a learning disability, language impairment or social/emotional disturbance) will graduate on time.

To combat this problem, the GO Project serves public school students who are **the most at-risk of academic failure, early in their education,** and provides them with a high quality academic, enrichment and family support program that equips them with the skills needed for future success.

Our Approach:

The GO Project's approach is to target under-resourced and academically-struggling public school students at the earliest stage of their education and equip them with the skills needed for future success. Through our year-round academic, enrichment and family support program, students are welcomed into a supportive community that fosters their growth.

Our three program hallmarks are:

Early and Continuous Intervention

Students start the program between kindergarten and third grade and continue until eighth grade.

All students participate in Saturday morning tutoring sessions, a 5-week academic and enrichment summer program, and year-round family support services each year.

The average student receives more than 2,000 additional instructional hours by the time they graduate in eighth grade.

Responsive and Individualized Instruction

	A staff of certified teachers, teaching assistants and trained volunteers provide an adult to student ratio of 1:4 in our classrooms.
	Students are grouped by skill level and instruction is tailored to meet individual needs.
	Academic specialists are available for pull-out services.
	Holistic and Integrated Programming
	Social and emotional skill-building is integrated into academic instruction.
	A team of social workers provides families with counseling, workshops, support with advocacy for special education needs, and referrals to outside agencies.
	Social workers provide weekday support to students in need by facilitating individual and small group counseling sessions at students' schools.

Reading Corps

Content Area & Grade Level: Pre-K through 3rd Grade Literacy
Target: Curriculum-Driven and Problem-Driven
Setting: In-School
Take-Up: Required
Tutor Type: Paraprofessional (AmeriCorps)
Delivery Mode: Traditionally In-Person
Dosage: 20-minute sessions 5x per week for ~16 weeks
Student-Tutor Ratio: 1:1
Tutor Consistency: Consistent

Challenge	**Approach**

The Challenge:

A brighter future for students begins with reading. Reading is the foundation of all learning — but across the country, only about **one in three** fourth-graders can read proficiently. If a child isn't reading well by the end of third grade, it's almost impossible to catch up. **74 percent of children who read poorly in third grade continue to read poorly in high school**. Why? From age three through third grade, children are learning to read. After third grade, they have to read well in order to learn.

Closing the achievement gap. While far too few students read proficiently overall, students of color and those with access to fewer resources face much greater odds. Yet data from an independent evaluation shows Reading Corps helps close those gaps. After a year of tutoring, our readers — who include students eligible for free and reduced-price lunch, English language learners and students of color — outperform their peers and demonstrate more than a year's worth of progress on reading proficiency indicators. When we help all children become strong readers by the end of third grade, we set them up for lifelong success. Proficient readers are less likely to be unemployed, underemployed or on welfare as adults. And they're less likely to be involved in crime or struggle with substance abuse.

People power makes the difference.
With a third of students struggling to read, it's a big challenge for school districts to provide the individual attention students need to get back on track. At the average school, giving each student the individual attention they need would take 300 hours per week and require nine additional staff members.

Our Approach:

Why it Works
Reading Corps trains tutors using the science of how children learn to read — and then puts them to work on boosting literacy skills. It's nearly impossible for teachers to deliver individualized instruction to every student. But because that's all Reading Corps tutors do, they can personalize their approach and focus on what each student needs.

Evidence-based Literacy Interventions
Our tutors work one-on-one and in small groups with readers from age 3 through grade 3, using evidence-based literacy interventions created by experts. The result: Struggling readers make incredible gains that are evident on assessments. (Another wonderful result: many of our talented tutors go on to become teachers themselves!)

Data-Driven Decisions
Data is at the core of the Reading Corps model. Tutors use research-based assessments to monitor their students' progress and work with coaches to make sure they're providing the right instruction to each child.

The Secret Sauce: Training and Support from Literacy Experts
Tutors begin their AmeriCorps service with rigorous training from literacy experts, who give them the knowledge and tools they need to be effective and confident. We make sure Reading Corps tutors are successful by providing expert guidance so they're never on their own.

Tutors
Tutors work with students every day. They also receive training and coaching all year long so they can work effectively with struggling learners.

Internal Coaches
An onsite coach — usually a literacy specialist or teacher at the school — provides daily support to

	tutors and conducts regular checks to make sure the tutoring is on track. **Master Coaches** A literacy expert provided by Reading Corps visits each site several times throughout the year to help tutors and internal coaches use student data to make decisions about the right interventions.

Tutoring Program Model Dimensions Planning Tool

Purpose

Use these ten multiple-choice questions to design your tutoring program's model dimensions. Model Dimensions are the specific design choices a new tutoring program makes at the outset. Each choice you make should have a clear rationale supported by your Landscape Analysis. Below we describe each of the Model Dimensions and outline a set of considerations for each dimension.

1. How are you targeting your tutoring, and what is your articulation for why tutoring is needed?

- Specific students are falling behind academically and need individual support, so we will help them.
- Specific moments in the curriculum are make-or-break for students' academic success, so we will help then.
- All students can benefit from tutoring, whether they are making up for learning loss or accelerating their learning.

2. Which content areas will your tutoring program address?

- Literacy
- Math
- Literacy AND Math
- Other: _____

3. Which grade levels will your tutoring program serve?

- Grade 1 & Below
- Grades 2-5 (Elementary)
- Grades 6-12 (Secondary)
- Other: _____

4. Where and when will tutoring sessions happen?

- In school, during the normal school day
- In a school building, but after the school day
- Outside of school, after school or on weekends
- Outside of school, during summer break
- Other: _____

5. Who will decide which students receive tutoring?

- Teachers will require their students to attend
- Parents and families will sign their children up
- Students themselves will voluntarily sign up
- Other: _____

6. Who will your tutors be?

- Teachers
- Paraprofessionals
- Volunteers
- Private Tutors
- College Students
- Students' Families
- Peers & Near-Peers
- Other: _____

7. How will students and tutors collaborate?

- In person
- Online/virtually
- Bit of both (blended)
- Other: _____

8. How often will tutoring sessions happen?

- Once or twice per week
- Three to five times per week
- Variable (student or family choice)
- Other: _____

9. How many students will each tutor work with at a time?

- One student per tutor
- Two to four students per tutor (small groups)
- Other: _____

10. Will each student consistently work with the same tutor across multiple sessions?

- Yes, tutor-student pairings will be consistent
- No, tutor-student pairings will be inconsistent

PROGRAM FOCUS		
Model Dimensions		**Considerations**
Target	**Needs-Driven:** Tutoring is targeted to students who are struggling and perform below particular benchmark thresholds.	• **Tutor Type**: Any decision about the program's target audience will ultimately impact the number of students who receive tutoring. When

What is your rationale for why tutoring is needed?	**Curriculum-Driven**: Tutoring is provided at critical moments when students generally tend to fall behind. **Universal**: All students receive tutoring.	determining their target students, programs will need to consider whether they can recruit enough of the desired tutor type to serve the number of students in the program. • **Setting**: If the target is universal, the setting will typically need to be in-school (or at a school-affiliated after-school or summer program with required take-up). If the target is problem-driven or curriculum-driven, tutoring can occur across any setting. • **Data Use**: If the program is not universal, benchmark data should be combined with other measures to identify eligible students.
Content Area/ Grade Level *What subject and grade level are the target areas?*	**Content Area:** Most tutoring interventions have focused primarily on producing learning gains in literacy and math, but many voluntary programs offer tutoring in all content areas. **Grade Level:** Grade 1 & below; Grades 2-5 (Elementary School); or Grades 6-12 (Middle & High School).	• **Tutor Type:** If the content area or grade level is more advanced, the program will need to consider the best way to select tutors with existing content knowledge or determine how to train new tutors to build up the relevant content knowledge. • **Dosage**: Programs should consider both these elements when deciding dosage. Research indicates that a dosage of 30-60 minutes 3-5 times a week has the most impact, but if the target grade level is elementary school or below, these younger students may benefit from shorter but more frequent sessions (i.e. 20 minutes, 5 times a week). • **Instruction**: Any decision about grade level and subject area will necessarily impact the tutoring curriculum and/or materials. Programs should leverage research-backed best practices for their target grade level and content area.

LEARNING INTEGRATION	
Model Dimensions	**Considerations**
Setting *Where will tutoring take place?*	**In-School:** Tutoring happens during separate class time (without actually replacing class). Because attendance is less of an issue, in-school programs tend to have greater impact. **Out-of-School:** Tutoring happens after school, on weekends, or during school breaks. While still delivering a positive effect, out-of school tutoring tends to have a small effect size.	• **Dosage/Duration:** The setting of the program will impact the dosage and duration and should be taken into account when planning. Programs in-school may find it easier to offer a higher dosage as sessions can be embedded directly within the school day. • **Grade Level:** If the setting is out-of-school, the program should be mindful of the additional time commitments and obligations that older students may have outside the official school day. While both settings may be employed at any grade level, out-of-school programs may be more challenging for older students to attend. • **Learning Integration:** If the setting is in-school, the program will find it easier to align its content with the school curriculum and ensure integration with school and teachers. If the setting is out-of-school, the program may need to consider creative ways (online communication tools, etc.) to maintain alignment.
Take-Up *How will the program be taken up by students?*	**Required:** Students can be required by their school to receive tutoring. In this case, students tend to have tutoring sessions embedded in their school-day schedule. **Voluntary:** Students or parents choose to enroll or opt-out of enrolling their students. In this case, students typically receive tutoring during lunch periods or after the official school day is over.	• **Dosage**: If the take-up is required, the program may find it easier to maintain a high weekly dosage. If the take-up is voluntary and the dosage is rigorous, the program will need to determine strategies to ensure students and families can meet those requirements. • **Learning Integration**: Whether take-up is required or voluntary, the program will need to consider how a program is communicated within the school and with family members to

		reduce stigma and provide ongoing updates about progress.

TUTORS		
Model Dimensions		**Considerations**
Tutor Type *Who will conduct the tutoring?*	**Teachers**: Certified classroom teachers provide tutoring. Evidence suggests that teachers are consistently the most effective type of tutor, but also the most costly. **Paraprofessionals**: School staff members, master's or doctoral students, service program fellows (e.g., AmeriCorps fellow), or community organization staff provide tutoring. Tutoring interventions led by paraprofessionals can be as effective as those led by teachers when tutors receive adequate training. **Volunteers**: Unpaid volunteers provide tutoring. Programs using these tutors display positive average effect sizes on student learning outcomes, but consistently smaller effects than programs relying on teachers or paraprofessionals. **College Students**: Students who volunteer or are paid through work study and/or receive class credit provide tutoring. Programs using these tutors display positive average effect sizes on student learning outcomes, but consistently smaller effects than programs relying on teachers or paraprofessionals. **Private Tutors**: Individuals who operate (or are employed by) for-profit or non-profit tutoring organizations provide tutoring. There is little rigorous research on the impact of programs using these tutors.	• **Dosage**: Any decision about tutor type will influence the dosage a program can provide. For example, if the tutor type is volunteers, it may be more challenging to require any given volunteer to serve 5 days a week when not getting paid, with the result that either dosage or consistency must be sacrificed. • **Student-Tutor Ratio**: If the tutor type is teachers or paraprofessionals, small-group instruction becomes more feasible, as these tutors often already have skills (or have more time to be trained) in leading small groups. For other tutor types, if the student-tutor ratio is greater than one-on-one, the program must provide additional facilitation training to tutors. • **Tutor Recruitment & Selection**: Any decision about tutor type and tutor responsibilities will necessarily determine both the program's strategy for tutor recruitment and selection, and the depth of training that the program must provide. • **Tutor Training**: The less pedagogical training a tutor already has, and the greater the responsibilities of the tutor role, the more training the tutor will need. If the tutor type is teachers

Families: Almost all family-focused tutoring programs involve parents acting as tutors. These programs typically provide parents with training and materials to tutor their child in their own home. Parent tutoring interventions appear to be about as effective as volunteer-based efforts.

Peers and Cross-Age Tutoring: Students tutor other students at their own grade level (peer tutoring) or those in grades below them (cross-age tutoring). Peer and cross-age tutoring programs have displayed an effect size similar to volunteer-based efforts. These student-centric programs may also provide other benefits, such as developing students' social-emotional skills.

or paraprofessionals, the program will likely only need to provide training on its own specific requirements. But if the tutor type is college students, volunteers, private tutors, or especially families and peers, the program will need to provide more intensive training.

- **Tutor Support**: The less pedagogical training a tutor has, the more support they will need. If the tutor type is not teachers or paraprofessionals, the program will need to invest more resources into tutor support and performance management.

INSTRUCTION		
Model Dimensions		**Considerations**
Delivery Mode *How will tutoring be conducted?*	**In-Person**: Students receive tutoring from a tutor in the same physical location. The most rigorous evidence of impact comes from in-person tutoring programs; whether virtual and blended tutoring interventions can be as effective as those conducted purely in-person remains an open question. **Virtual**: Students receive tutoring on their computers or other digital devices from a tutor over the internet. Virtual tutoring has the opportunity to provide more equitable access given the wide range of geographical regions that a virtual program can serve. While research is limited, a recent small-scale evaluation of an online math tutoring program found promising results for this approach.	- **Tutor Type**: Any decision about delivery mode will impact the talent pool from which a program can recruit tutors. Virtual tutoring typically provides the widest range of options due to the location flexibility of virtual tutoring. - **Dosage**: If the delivery mode is virtual or blended, the program can scale back the amount of face-to-face time needed for tutoring by providing targeted practice to students and useful insights to the tutor to help prepare before each session. - **Learning Integration**: If the delivery mode is virtual or blended, the program may require more active participation from stakeholders (families at home or teachers at school). The program must engage

Blended: Students receive tutoring through some combination of in-person and virtual methods. Research on blended tutoring programs also remains scant; however, a recent evaluation of a tutoring program using a blended approach (i.e., alternating between face-to-face tutoring and students engaging in computer-assisted learning) found that a blended model was equally effective at increasing student learning while reducing the higher financial cost of purely in-person tutoring.

stakeholders to ensure students attend tutoring sessions and are familiar with how to use the virtual tutoring platform or software.

- **Setting**: If the delivery mode is virtual or blended, the program will need to consider the technological infrastructure available to conduct the tutoring in its chosen setting. If a virtual or blended program takes place in an in-school setting, the program will need to ensure schools have the internet bandwidth needed to run the program and up-to-date devices available. If a virtual program takes place in an out-of-school setting, the program should consider how students without reliable internet connections or up-to-date devices at home will be able to access the virtual tutoring.
- **Tutor Support**: If the delivery mode is virtual, many platforms can record sessions to be sent to program administrators, as well as track the degree to which the tutor is using key tutoring strategies or software. This information can be used to provide feedback and support to virtual tutors.
- **Student Safety**: If the delivery mode is virtual, the program can establish creative ways to ensure safety including screening sessions for inappropriate interactions.
- **Tutor Training**: If the delivery mode is virtual or blended, the program will need to train tutors on how to use the virtual platform and/or blended software.
- **Data Use**: If the delivery mode is blended, the program can provide a wealth of data to tutors so that sessions can truly be customized to target each student's individual academic needs.
- **Session Facilitation**: If the delivery mode is virtual, the program can provide wider access to multimedia

		materials to enable more engaging instruction. • **Session Content**: If the delivery mode is blended, the program can provide additional rigorous materials for students by using high-quality software.
Dosage *How often will tutoring take place?*	**1-2 times per week**: While tutoring is still effective at this dosage, tutoring tends to be more effective the more frequently it takes place. **3-5 times per week**: Tutoring tends to be most effective when conducted 3-5 times per week. **Choice**: For programs where take-up is voluntary, families and/or students typically choose the dosage.	• **Target** (Grade Level & Content Area): Programs should consider both these elements when deciding dosage. Research indicates that a dosage of 30-60 minutes 3-5 times a week has the most impact, but if the target grade level is elementary school or below, these younger students may benefit from shorter but more frequent sessions (i.e. 20 minutes, 5 times a week). • **Delivery Mode**: To maintain tutoring dosage consistency, programs may want to consider coupling face-to-face tutoring with a blended learning experience using high-quality software. • **Session Content**: Any dosage decision will have a major impact on the curriculum and sequencing of tutoring. If the dosage is the same for all students, for example, sessions can build on each other over time. But if students (or parents) choose different dosages, then sessions should be more self-contained.
Student-Tutor Ratio *How many students will each tutor*	**One-on-One**: The effect size for tutoring is the largest when tutors work with one student at a time. **Small Groups** (2:1 - 4:1): However, once tutors are working with more than one student, the impact differences between programs with 2:1 and 4:1 ratios are statistically small.	• **Tutor Type**: If tutors will work with small groups, the program will need to consider tutor type to determine whether training will be necessary for tutors to deliver effective small-group tutoring. • **Tutor Training**: If tutors will work with small groups, the program may need to provide tutors with training for

work with at a time?		how to facilitate small groups and manage student behavior. • **Data Use**: If tutors will work with small groups, the program will need to leverage student data to group students intentionally and set the content focus for each small group.
Tutor Consistency *Will a given student consistently work with the same tutor across sessions?*	**Consistent**: A student will return to the same tutor repeatedly from session to session. **Inconsistent**: It is not guaranteed that a student's tutor will remain the same from session to session.	• **Relationship-Building**: If a student's tutor is consistent across multiple sessions, the program may want to consider specific strategies for pairing students with specific tutors. • **Relationship-Building**: If a student's tutor is consistent across multiple sessions, the program may want to invest more time in relationship-building to leverage that consistency. • **Data Use**: If a student's tutor is inconsistent, the program may instead need to invest in more centralized methods for communication, logging student data, etc., to ensure all tutors can access the same information (e.g. student progress, curriculum, and curriculum alignment, etc.) about each student.

Model Dimensions

Program Design Decisions: Model Dimensions and Related Considerations

As you design a tutoring program, you will have numerous decisions to make that influence and impact one another. On the left column of the table below are Model Dimensions of tutoring programs; on the right are corresponding Considerations that allow you to contemplate how interactions among model design decisions may impact your tutoring program. No choice can be made in isolation: while there are no "right" answers, not all options for a given dimension are easily compatible with all options for other dimensions. This table will help you weigh tradeoffs intentionally and thoughtfully in advance.

PROGRAM FOCUS		
Model Dimensions		**Considerations**
Target *What is your rationale for why tutoring is needed?*	**Needs-Driven**: Tutoring is targeted to students who are struggling and perform below particular benchmark thresholds. **Curriculum-Driven**: Tutoring is provided at critical moments when students generally tend to fall behind. **Universal**: All students receive tutoring.	• **Tutor Type**: Any decision about the program's target audience will ultimately impact the number of students who receive tutoring. When determining their target students, programs will need to consider whether they can recruit enough of the desired tutor type to serve the number of students in the program. • **Setting**: If the target is universal, the setting will typically need to be in-school (or at a school-affiliated after-school or summer program with required take-up). If the target is needs-driven or curriculum-driven, tutoring can occur in any setting. • **Data Use**: If the program is not universal, benchmark data should be combined with other measures to identify eligible students.
Content Area/ Grade Level *What subject and grade*	**Content Area**: Most tutoring interventions have focused primarily on producing learning gains in literacy and math, but many voluntary programs offer tutoring in all content areas.	• **Tutor Type**: If the content area or grade level is more advanced, the program will need to consider the best way to select tutors with existing content knowledge or determine how to train new tutors to build up the relevant content knowledge.

| *level are the target areas?* | **Grade Level**: Grade 1 & below; Grades 2-5 (Elementary School); or Grades 6-12 (Middle & High School). | • **Dosage**: Programs should consider both these elements when deciding dosage. Research indicates that a dosage of 30-60 minutes 3-5 times a week has the most impact, but if the target grade level is elementary school or below, these younger students may benefit from shorter but more frequent sessions (i.e. 20 minutes, 5 times a week).

 • **Instruction**: Any decision about grade level and subject area will necessarily impact the tutoring curriculum and/or materials. Programs should leverage research-backed best practices for their target grade level and content area. |

TUTORS		
	Model Dimensions	**Considerations**
Tutor Type *Who will conduct the tutoring?*	**Teachers**: Certified classroom teachers provide tutoring. Evidence suggests that teachers are consistently the most effective type of tutor, but also the most costly. **Paraprofessionals**: School staff members, master's or doctoral students, service program fellows (e.g., AmeriCorps fellow), or community organization staff provide tutoring. Tutoring interventions led by paraprofessionals can be as effective as those led by teachers when tutors receive adequate training. **Volunteers**: Unpaid volunteers provide tutoring. Programs using these tutors display positive average effect sizes on student learning outcomes, but consistently smaller effects than programs relying on teachers or paraprofessionals.	• **Dosage**: Any decision about tutor type will influence the dosage a program can provide. For example, if the tutor type is volunteers, it may be more challenging to require any given volunteer to serve 5 days a week when not getting paid, with the result that either dosage or consistency must be sacrificed. • **Student-Tutor Ratio**: If the tutor type is teachers or paraprofessionals, small-group instruction becomes more feasible, as these tutors often already have skills (or have more time to be trained) in leading small groups. For other tutor types, if the student-tutor ratio is greater than one-on-one, the program must

College Students: Students who volunteer or are paid through work study and/or recieve class credit provide tutoring. Programs using these tutors display positive average effect sizes on student learning outcomes, but consistently smaller effects than programs relying on teachers or paraprofessionals.

Private Tutors: Individuals who operate (or are employed by) for-profit or non-profit tutoring organizations provide tutoring. There is little rigorous research on the impact of programs using these tutors.

Families: Almost all family-focused tutoring programs involve parents acting as tutors. These programs typically provide parents with training and materials to tutor their child in their own home. Parent tutoring interventions appear to be about as effective as volunteer-based efforts.

Peers and Cross-Age Tutoring: Students tutor other students at their own grade level (peer tutoring) or those in grades below them (cross-age tutoring). Peer and cross-age tutoring programs have displayed an effect size similar to volunteer-based efforts. These student-centric programs may also provide other benefits, such as developing students' social-emotional skills.

provide additional facilitation training to tutors.
- **Tutor Recruitment & Selection**: Any decision about tutor type and tutor responsibilities will necessarily determine both the program's strategy for tutor recruitment and selection, and the depth of training that the program must provide.
- **Tutor Training**: The less pedagogical training a tutor already has, and the greater the responsibilities of the tutor role, the more training the tutor will need. If the tutor type is teachers or paraprofessionals, the program will likely only need to provide training on its own specific requirements. But if the tutor type is college students, volunteers, private tutors, or especially families and peers, the program will need to provide more intensive training.
- **Tutor Support**: The less pedagogical training a tutor has, the more support they will need. If the tutor type is not teachers or paraprofessionals, the program will need to invest more resources into tutor support and performance management.

INSTRUCTION		
	Model Dimensions	**Considerations**
Delivery Mode	**In-Person**: Students receive tutoring from a tutor in the same physical location. The most rigorous evidence of impact comes from in-person tutoring programs; whether virtual and	- **Tutor Type**: Any decision about delivery mode will impact the talent pool from which a program can recruit tutors. Virtual tutoring

How will tutoring be conducted?	blended tutoring interventions can be as effective as those conducted purely in-person remains an open question. **Virtual**: Students receive tutoring on their computers or other digital devices from a tutor over the internet. Virtual tutoring has the opportunity to provide more equitable access given the wide range of geographical regions that a virtual program can serve. While research is limited, a recent small-scale evaluation of an online math tutoring program found promising results for this approach. **Blended**: Students receive tutoring through some combination of in-person and virtual methods. Research on blended tutoring programs also remains scant; however, a recent evaluation of a tutoring program using a blended approach (i.e., alternating between face-to-face tutoring and students engaging in computer-assisted learning) found that a blended model was equally effective at increasing student learning while reducing the higher financial cost of purely in-person tutoring.	typically provides the widest range of options due to the location flexibility of virtual tutoring. • **Dosage**: If the delivery mode is virtual or blended, the program can scale back the amount of face-to-face time needed for tutoring by providing targeted practice to students and useful insights to the tutor to help prepare before each session. • **Learning Integration**: If the delivery mode is virtual or blended, the program may require more active participation from stakeholders (families at home or teachers at school). The program must engage stakeholders to ensure students attend tutoring sessions and are familiar with how to use the virtual tutoring platform or software. • **Setting**: If the delivery mode is virtual or blended, the program will need to consider the technological infrastructure available to conduct the tutoring in its chosen setting. If a virtual or blended program takes place in an in-school setting, the program will need to ensure schools have the internet bandwidth needed to run the program and up-to-date devices available. If a virtual program takes place in an out-of-school setting, the program should consider how students without reliable internet connections or up-to-date devices at home will be able to access the virtual tutoring. • **Tutor Support**: If the delivery mode is virtual, many platforms can record sessions to be sent to program administrators, as well as track the degree to which the tutor is using key tutoring strategies or software. This information can be

		used to provide feedback and support to virtual tutors. • **Student Safety**: If the delivery mode is virtual, the program can establish creative ways to ensure safety including screening sessions for inappropriate interactions. • **Tutor Training**: If the delivery mode is virtual or blended, the program will need to train tutors on how to use the virtual platform and/or blended software. • **Data Use**: If the delivery mode is blended, the program can provide a wealth of data to tutors so that sessions can truly be customized to target each student's individual academic needs. • **Session Facilitation**: If the delivery mode is virtual, the program can provide wider access to multimedia materials to enable more engaging instruction. • **Session Content**: If the delivery mode is blended, the program can provide additional rigorous materials for students by using high-quality software.
Dosage *How often will tutoring take place?*	**1-2 times per week**: While tutoring is still effective at this dosage, tutoring tends to be more effective the more frequently it takes place. **3-5 times per week**: Tutoring tends to be most effective when conducted 3-5 times per week. **Choice**: For programs where take-up is voluntary, families and/or students typically choose the dosage.	• **Target (Grade Level & Content Area)**: Programs should consider both these elements when deciding dosage. Research indicates that a dosage of 30-60 minutes 3-5 times a week has the most impact, but if the target grade level is elementary school or below, these younger students may benefit from shorter but more frequent sessions (i.e. 20 minutes, 5 times a week). • **Delivery Mode**: To maintain tutoring dosage consistency, programs may want to consider coupling face-to-face tutoring with

		a blended learning experience using high-quality software.
		• **Session Content**: Any dosage decision will have a major impact on the curriculum and sequencing of tutoring. If the dosage is the same for all students, for example, sessions can build on each other over time. But if students (or parents) choose different dosages, then sessions should be more self-contained.
Student-Tutor Ratio *How many students will each tutor work with at a time?*	**One-on-One**: The effect size for tutoring is the largest when tutors work with one student at a time. **Small Groups (2:1 - 4:1)**: However, once tutors are working with more than one student, the impact differences between programs with 2:1 and 4:1 ratios were statistically small.	• **Tutor Type**: If tutors will work with small groups, the program will need to consider tutor type to determine whether training will be necessary for tutors to deliver effective small-group tutoring. • **Tutor Training**: If tutors will work with small groups, the program may need to provide tutors with training for how to facilitate small groups and manage student behavior. • **Data Use**: If tutors will work with small groups, the program will need to leverage student data to group students intentionally and set the content focus for each small group.
Tutor Consistency *Will a given student consistently work with the same tutor across sessions?*	**Consistent**: A student will return to the same tutor repeatedly from session to session. **Inconsistent**: It is not guaranteed that a student's tutor will remain the same from session to session.	• **Relationship-Building**: If a student's tutor is consistent across multiple sessions, the program may want to consider specific strategies for pairing students with specific tutors. • **Relationship-Building**: If a student's tutor is consistent across multiple sessions, the program may want to invest more time in relationship-building to leverage that consistency. • **Data Use**: If a student's tutor is inconsistent, the program may instead need to invest in more

		centralized methods for communication, logging student data, etc., to ensure all tutors can access the same information (e.g. student progress, curriculum, and curriculum alignment, etc.) about each student.

LEARNING INTEGRATION		
Model Dimensions		**Considerations**
Setting *Where will tutoring take place?*	**In-School**: Tutoring happens during separate class time (without actually replacing class). Because attendance is less of an issue, in-school programs tend to have greater impact. **Out-of-School**: Tutoring happens after school, on weekends, or during school breaks. While still delivering a positive effect, out-of school tutoring tends to have a small effect size.	• **Dosage/Duration**: The setting of the program will impact the dosage and duration and should be taken into account when planning. Programs in-school may find it easier to offer a higher dosage as sessions can be embedded directly within the school day. • **Grade Level**: If the setting is out-of-school, the program should be mindful of the additional time commitments and obligations that older students may have outside the official school day. While both settings may be employed at any grade level, out-of-school programs may be more challenging for older students to attend. • **Learning Integration**: If the setting is in-school, the program will find it easier to align its content with the school curriculum and ensure integration with school and teachers. If the setting is out-of-school, the program may need to consider creative ways (online communication tools, etc.) to maintain alignment.

Take-Up *How will the program be taken up by students?*	**Required**: Students can be required by their school to receive tutoring. In this case, students tend to have tutoring sessions embedded in their school-day schedule. **Voluntary**: Students or parents choose to enroll or opt-out of enrolling their students. In this case, students typically receive tutoring during lunch periods or after the official school day is over.	• **Dosage**: If the take-up is required, the program may find it easier to maintain a high weekly dosage. If the take-up is voluntary and the dosage is rigorous, the program will need to determine strategies to ensure students and families can meet those requirements. • **Learning Integration**: Whether take-up is required or voluntary, the program will need to consider how a program is communicated within the school and with family members to reduce stigma and provide ongoing updates about progress.

Actions and Practices Reflection Tool

Purpose

Use the tool below to reflect on the strengths and areas of opportunities of your program aligned to the Actions and Practices of High-Impact Tutoring. Actions and Practices are the routine implementation processes that programs can improve regardless of their Model Dimensions, like "tutor recruitment and selection" or "session facilitation" (i.e. what the program does).

Actions and Practices

- Program Focus
- Data Use
- Tutors
- Instruction
- Learning Integration

PROGRAM FOCUS

Program Focus	• Articulate an equity-based value proposition grounded in data about unmet student needs • Make model design choices grounded in the following: o Your equity-based value proposition o Feedback from the community and stakeholders o Evidence-based research on effective tutoring programs o The constraints of the context in which the program is operating • Articulate a logic model defining inputs, activities, outputs, and outcomes

List your Program's Strengths and Areas of Opportunities

DATA USE	
Measures and Data Collection	• Define measures of success in alignment with your logic model, including non-academic measures of impact • Develop tools to collect data on the identified measures, including both quantitative and qualitative data • Set benchmarks to monitor progress towards outcomes • Put systems in place for collecting data that can be disaggregated by race, gender, IEP statues, home language, and other important factors to ensure equity of services • Meet requirements and use best practices for data privacy • If Target is *NOT* Universal: Combine benchmark data with other measures to identify eligible students for tutoring
Evaluation and Improvement	• Identify who is responsible for reviewing each type of data. • Create and routinely use protocols for reviewing data and distilling insights to inform decisions • Review disaggregated data to ensure equity of services • Set up processes for communicating data (and the insights distilled from it) to relevant stakeholders • Make informed decisions and take action based on data, resulting in continuous improvements • Establish standards for effective implementation of the tutoring model and improve standards over time

List your Program's Strengths and Areas of Opportunities

TUTORS	
Recruitment and Selection	• Delineate clear responsibilities for tutors based on your value proposition and model design • Articulate the knowledge, skills, and mindsets necessary for tutors to be effective and successful in their role • Distinguish between what you will select for and what you will train for and have clear rationales for your choices • Establish clear eligibility criteria based on your value proposition and model design • Design an application process to evaluate eligibility criteria and ensure a diverse set of tutors • Establish an intentional recruitment strategy for recruiting a diverse set of tutors with the necessary skills
Screening and Expectations	• Outline and implement all legal requirements based on district, state, and institutional regulations before yout program begins • Outline a clear oversight and management structure for tutors, including who will observe and evaluate tutors • Clearly delineate and communicate all expectations, policies, and procedures to tutors prior to the start of tutoring • Articulate a performance evaluation process to ensure tutors meet performance expectations
Training and Support	• Delineate training content based on Model Dimensions and selection criteria for tutors • Establish a clear structure for pre-service and in-service training, including dimensions like frequency, format, facilitator, etc. • Ensure in-service training is responsive to performance evaluations, stakeholder feedback, and student performance data • Collect feedback from tutors on trainings and incorporate insights and lessons from feedback to improve training effectiveness
List your Program's Strengths and Areas of Opportunities	

INSTRUCTION	
Session Content	- Sessions have curriculum 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 and assessment data, as well as student, 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 Blended: Tutors and teachers can select content for student practice sessions - If Student-Tutor Ratio is Small Groups: Data is used to form purposeful, flexible small groups based on content needs
Session Structure	Sessions have a consistent structure with space for relationship-building, independent practice time, and formative assessment
Session Facilitation	- Tutors reinforce the academic language and procedures of the classroom and hold students accountable for doing the same - Tutors appropriately use open-ended questioning to ensure students are articulating their understanding of the content - Tutors facilitate content clearly, correctly, and at an appropriate pace - Students engage with content using a variety of learning tools that promote productive struggle given their unique needs - Students experience multiple representations of new knowledge and repeated opportunities to apply new skills in order to solidify learning - If Delivery Mode is Virtual: Tutors use a digital whiteboard to support session facilitation and share content with students - If Delivery Mode is Virtual or Blended: During virtual sessions, student access is restricted to required applications as much as possible in order to reduce distractions - If Student-Tutor Ratio is Small Groups: Tutors use student groups to promote dialogue and collaboration amongst pairs - If Student-Tutor Ratio is Small Groups: Tutors effectively facilitate student behavior management as needed
Relationship-Building	- Tutors remain asset-based and motivating in all interactions with students - Tutors reinforce a growth mindset whenever students make mistakes

	- If Tutor Consistency is Consistent: There are intentional and systematic methods for matching tutors with students - If Tutor Consistency is Consistent: There are methods for tutors to get to know their students - If Tutor Consistency is Inconsistent: Centralized methods for logging and communicating student data exist

List your Program's Strengths and Areas of Opportunities

LEARNING INTEGRATION

Stakeholder Engagement	- Identify stakeholder groups based on tutoring program design. Common stakeholders groups are students, families, school administration and teachers - Clearly communicate model, purpose, and evidence to demonstrate alignment with teachers'' and schools' needs - Set joint goals with all relevant school administrators (e.g. Principal, Family Outreach Coordinator, Extracurricular Coordinator, etc.) and provide 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 - If Take-Up is Voluntary: Program has identified strategies for recruiting students who would benefit from tutoring and has made information on the purpose of the tutoring program and the eligibility criteria for participating

	publicly available If Setting is In-School: For programs operated by an outside organization, program has a recruitment plan for recruiting schools • If Setting is In-School: Program schedule ensures that 1) students are not removed from core instruction and 2) program staff can join teacher team meetings • If Setting is In-School: Program has designated classroom space in the school

List your Program's Strengths and Areas of Opportunities

PROGRAM IMPLEMENTATION

With a clear program focus, value proposition, logic model, cost estimate and initial model dimension decisions, you can begin implementation. The toolkit provides implementation guidance and tools for each of the seven elements of high-impact tutoring. The Tool Appendix gives the full range of tools.

Because the order in which a particular program will need implementation guidance and tools will vary based on its program focus, local community, and resources already in place, you can scan each section to understand the guidance available and refer back as that particular guidance is relevant for your program's implementation.

Tutors

Overview	
Critical Questions	• What are the critical qualities for tutors in this program? • How will the program recruit and select tutors to ensure a diverse cohort? • How will the program recruit and select tutors to ensure they have the necessary skills? • What expectations and processes will be set for tutors to ensure effectiveness and safety? • How will the program train and support tutors? • How will the training incorporate diversity, equity, and inclusion?
Sub Elements *(Click on the links or visit the pages on the lefthand navigation for more information.)*	• Recruitment & Selection • Screening & Expectations • Training & Support
Model Dimensions Review	See Model Dimensions or click below to see considerations specific to Tutors. **Tutor Type** Which type of tutor will you be working with?

Teachers: Certified classroom teachers provide tutoring. Research provides evidence that teachers are the most effective type of tutor, but also the most costly.

Paraprofessionals: School staff members, master's or doctoral students, service program fellows (e.g., AmeriCorps fellows), or community organization staff provide tutoring. This group of tutors can be as effective as teachers when the tutors receive adequate training.

Volunteers: Unpaid volunteers provide tutoring. Programs using these tutors display positive average effect sizes on student learning outcomes, but the effects vary widely and tend to be consistently smaller than those seen in programs relying on teachers or paraprofessionals.

College Students: Students who volunteer, are paid through work study and/or receive class credit provide tutoring. Programs using these tutors display positive average effect sizes on student learning outcomes, but the effects vary widely and tend to be consistently smaller effects than those seen in programs relying on teachers or paraprofessionals.

Private Tutors: Individuals who operate (or are employed by) for-profit or non-profit tutoring organizations provide tutoring. There is little rigorous research on the impact of these programs.

Families: Almost all family-focused tutoring programs involve parents acting as tutors. These programs typically provide parents with training and materials to tutor their child in their own home. Well-designed parent tutoring interventions appear to be about as effective as volunteer-based efforts, but the quality and implementation varies widely across initiatives.

Peers: Students tutor other students at their own grade level or those in grades below them. Peer tutoring programs have displayed an effect size similar to volunteer-based efforts.

Guidance when considering Tutor Type

Factor in Tutor Type when making other decisions about Model Dimensions within your program design.

Dosage: Any decision about tutor type will influence the dosage a program can provide. For example, if the tutor type is unpaid volunteers, it may be more challenging to require any given volunteer to serve 5 days a week when not getting paid, meaning that either dosage or consistency must be sacrificed.

Student-Tutor Ratio: If the tutor type is teachers or paraprofessionals, small groups become more feasible, as these tutors often already have skills

(or have more time to be trained) in leading small-group instruction. For other tutor types, if the student-tutor ratio is greater than one-on-one, the program must provide additional facilitation and behavior management training to tutors.

Tutor Recruitment & Selection: Any decision about tutor type and tutor responsibilities will necessarily determine both the program's strategy for tutor recruitment and selection, and the depth of training that the program must provide.

Tutor Support: The less pedagogical training a tutor has, the more support they will need. If the tutor type is not teachers or paraprofessionals, the program must invest more resources into tutor support, oversight, coaching and performance management, especially if assigning greater responsibilities to tutors.

Tutor Training: The less pedagogical training a tutor already has, and the greater the responsibilities of the tutor role, the more training the tutor will need. If the tutor type is teachers or paraprofessionals, generally they will have previous training in pedagogy; thus, the program will likely only need to provide training on its own specific program requirements such as session structure or specific curriculum used. If a tutor is a college student or family member, for example, the program cannot expect them to come in already trained on pedagogy, and so will need to provide both general knowledge on effective instruction and program specific training.

Recruitment and Selection

Recruitment & Selection	
Implementation Checklist	• Delineate clear responsibilities for tutors based on your Value Proposition and Model Design • Articulate the knowledge, skills, and mindsets necessary for tutors to be effective and successful in their role • Distinguish between what you will select for and what you will train for and have a clear rationale for your choice • Establish clear eligibility criteria based on your value proposition and model design • Design an application process to evaluate eligibility criteria and ensure a diverse set of tutors • Establish an intentional recruitment strategy for recruiting a diverse set of tutors with the necessary skills
Implementation Tools	• Tutor Job Description Guidance • Tutor Recruitment Strategy • Tutor Selection Strategy
Key Insights	**Proactively develop a recruitment strategy. It will save you time and serve as a roadmap for recruiting tutors.** • Your plan should cover how you will recruit potential tutor candidates and who is best positioned on your team to reach out to them. • Determine multiple application deadlines and set benchmarks for how many applications you'd like to receive at each deadline. **Regardless of how selective a program's recruitment is, every program should clearly define the essential tutor qualities that it is seeking. These desired qualities depend on:** • **The community served**: Community-specific competencies (like bilingualism or familiarity with learning differences) are crucial to a program's success serving its chosen community. • **The value proposition**: Depending on the niche a program aims to fill, some qualities may be more important than others. For instance, a program whose value proposition is its exceptional academic rigor compared to other programs in the community would need to place a higher emphasis on recruiting tutors who will hold students to

high expectations.

- **The training provided**: Programs should carefully consider what they will select for versus what they will train for. Some programs select tutors with relationship-building soft skills, then provide training around both content knowledge and pedagogy. Others select tutors with teacher training and content proficiency, narrowing their applicant pool but reducing the need for training.

Make your expectations clear upfront to prevent problems with tutor retention.

- Prospective tutors need a clear understanding of the program's expectations and the training it provides right from the start (i.e. during the recruitment and selection process) so that they know what to expect and can prepare appropriately. Programs have struggled to retain tutors when they fail to communicate concrete expectations for tutors until after tutor onboarding.

If you plan to scale up significantly, consider the requirements that are most necessary.

- The more selective the recruitment process, the harder it will be to recruit enough tutors in a short timeframe, so consider your plans to scale up the program when developing a recruitment and selection strategy. While some requirements are necessary, others may not be; the important thing is to establish which ones are which in a principled way.

It is important to have a cohort of tutors that reflects the diversity of the students being supported. Without a diverse candidate pool, a program cannot recruit a diverse cohort of tutors. To attract a diverse candidate pool:

- **Be explicit about your program's prioritization of hiring tutors that reflect the diversity of their students**: Potential candidates may not assume that this is important to your program. Make it clear on your website and in promotional materials that this is a priority and why.

- **Make the application process accessible**: The application tasks might be challenging to complete, but the directions should be easy to understand. The application itself should live on one platform, and completing it should not require too many steps. A convoluted application with confusing directions discourages qualified applicants from getting started.

- **Get input from stakeholder communities on where and how to recruit**: Students, parents, schools, and current tutors can be resources for tapping into pools of potential tutors. Some programs involve members of these stakeholder groups in their recruitment process (e.g. by having prospective tutors lead model sessions under interviewer supervision, then soliciting student feedback).

Recruit more tutors than you think you need.

- **Some tutors will miss scheduled sessions**. Some tutors will consistently fall short of the program's expectations (e.g., showing up on time) and may need to be let go. Some tutors may leave the role for their own reasons. Dropoff is normal; plan for it ahead of time by "over-recruiting" at the outset.

- **Consider creating a "wait list."** If you've reached your recruitment goals, use your last application deadline to create a pool of tutors that sit on a wait list. Write an offer letter with adjusted language and be transparent about when they can expect you to reach out with an update.

Tutor Job Description Guidance

Why create a tutor job description?

If your program plans to *recruit* tutors from outside the community, you will need a job description to post online or otherwise circulate. If your program plans to rely on teachers at partner schools, students' families, or peer tutors, you should still create a job description internally for *selection* purposes. The checklist and the examples below will help you make sure your job description gets read, attracts applicants, and targets the specific kind of candidates you think would make ideal tutors in your program.

Tutor Job Description Checklist

Use your Model Dimensions, Value Proposition and Measurement Plan to aid you in drafting your job description.

- **Job Title.** Keep it simple. "Creative" titles won't show up in search results. Include grade level & content area.
- **One-paragraph overview of the tutor role**. Put it *first*; it's what applicants want to know. Use "you" phrasing.
  - **Model Dimensions**. Where will tutors work? Teaching what? How often? With how many students? Etc.
- **One-paragraph overview of the program itself**. Put this *second*, or applicants may just skip past it to the role.
  - **Value Proposition**. Well-established programs may not need to describe themselves, but newer programs should.
- **Brief list of responsibilities**. What tutors will actually do. Start each item with a specific and meaningful verb.
  - **Measurement Plan**. What everyday actions will tutors need to take to make progress towards key goals?
    - Don't forget to include a catch-all ("other duties as necessary") in case unexpected needs arise.
- **Brief list of qualifications**. This section should make clear all criteria selectors will use to evaluate applications.
  - **Eligibility**. What are the bare minimum criteria an applicant must meet?
    - **Education:** High school diploma, in college, college degree, graduate coursework/degree, etc.
      - Do you require specific college majors or coursework? A minimum or preferred GPA?
    - **Required Content Knowledge:** If none/minimal, clearly say so (to broaden your applicant pool).
    - **Legal requirements:** USA work eligibility, background checks (and who pays for them), etc.
- **Beliefs & mindsets.** Make these clear to help find and attract candidates who actually share your values.

- o Examples: Commitment to equity, growth mindset (for self and students), high expectations, etc.
  - o Though harder to measure, these are more important than skills, which are easier to train for.
- **Skills & qualities**. Distinguish *required* skills (what you *select* for) from *ideal* skills (what you *train* for).
  - o Examples: Clear communicator, engaging & relatable to students, empathetic listener, etc.
  - o List community-specific skills (e.g. Spanish fluency); this may also help diversify your cohort.
- **Compensation**. Leaving this out may mean that high-quality applicants with other options don't bother applying.
  - o **Pay**: Be upfront about compensation or applicants may research it elsewhere (i.e. Glassdoor) and find outdated info.
    - ▪ Is this a volunteer role? Is there an hourly wage? A stipend? A salary range? Are there pay steps?
    - ▪ If pay is variable, what does it depend on? Prior experience? Longevity in the role? Make it clear.
- **Benefits**: Easier to overlook, but listing these can help applicants imagine themselves thriving in the role.
  - o **Health**: Health insurance may be less relevant for college-age tutors, but critical to those over 26.
  - o **Education**: College credit, student loan forbearance, an education award, tuition remission, etc.
  - o **Perks**: List as many as you can, but keep it objective. ("Free coffee," not "inspiring coworkers.")
- **Equal Opportunity Statement**. Applicants may not read these in detail, but they'll notice if you don't have one.
  - o These values also should be integrated throughout the entire job description, not just as a separate addendum.
  - o Review all sections with this lens, correcting biased language around gender, race, religion, etc.
    - ▪ Examples for equal opportunity statements and guidance for writing them can be found here.

Tutor Job Description Examples

Denver Fellows: Tutor Job Description

Content Area & Grade Level: High School Math
Target: Curriculum-Driven and Problem-Driven
Setting: In-School
Take-Up: Required
Tutor Type: Paraprofessional (Fellows)
Delivery Mode: Traditionally In-Person
Dosage: 45-minute sessions
Student-Tutor Ratio: Small Group
Tutor Consistency: Consistent

Reading Corps: Tutor Job Description

Content Area & Grade Level: Pre-K through 3rd Grade Literacy
Target: Curriculum-Driven and Problem-Driven
Setting: In-School
Take-Up: Required
Tutor Type: Paraprofessional (AmeriCorps)
Delivery Mode: Traditionally In-Person
Dosage: 20-minute sessions 5x per week for ~16 weeks
Student-Tutor Ratio: 1:1
Tutor Consistency: Consistent

Tutor Recruitment Strategy

Why build an intentional recruitment plan?

The more applicants your program can recruit, the more selective you can be when choosing tutors. If your program cannot recruit enough qualified tutors, it must either serve fewer students or provide each student with less support. Poor recruitment can make it harder for your program to serve its mission, starting a downward spiral of lower impact, less funding, and fewer high-quality tutors. A strong, intentional recruitment strategy can attract qualified, diverse applicants for the tutor role, giving you the freedom to be more selective, expand your pool of tutors, and serve more students.

Building a Recruitment Strategy

WHOM are you trying to recruit?

- **You need at least 4x more applicants than tutors**: From most pools of applicants, less than 50% will likely meet your goals and, thus, deserve offers. Less than 50% of those likely will accept your offer.
- Set explicit goals for the number of applicants from minority backgrounds to help develop a diverse, qualified cohort.

WHEN should the recruitment timeline start and end?

- **Fundamentals first**. When are you going to start training tutors? How many tutors are you going to need?
- **Work backwards**. Set multiple application deadlines and benchmarks for applications received by each deadline.
    - Not all deadlines have to be public-facing. Your public application deadline might be the last of many internal deadlines, each with its own benchmark you aim to hit by that date.
- **Start early**. Start earlier than you think you need to. The earlier you start, the more selective you can afford to be.

WHERE will you recruit applicants?

This will vary greatly based on your program's Tutor Type. Consider these questions to help build your recruitment plan:

- Where can you recruit within your students' own communities?
- How can you leverage your current employees' professional networks?
- What organizations similar to your own could you partner with?
- What colleges and universities could you cultivate relationships with?
- What career fairs could you present at? Who should present?
- How will you advertise and recruit on social media platforms?

To find a **diverse** applicant pool, **diversify** your methods of **recruitment**. Recruit **first** from the communities you **serve**. Do not rely **purely** on this tool: Get **input** from your **stakeholders**!

- What online job boards will you post your tutor Job Description on?
- Where will you distribute your marketing materials, like flyers and brochures?

HOW will you recruit applicants?

Congratulations, you've found a pool of potential applicants! Now, what are you going to say? How are you going to pitch your program to them? All marketing materials, presentations, and conversations should answer the following questions:

> **Tailor** your **language** to your **audience** in your recruitment materials. Choose presenters **strategically** based on **context**.

- What is your program's Value Proposition? What is its mission and vision?
  - Ask questions to find commonalities with the person you're talking to.
- What is the level of commitment involved as a tutor with the program?
  - Have the Job Description ready and available to share easily.
- How can I apply today? What does the process entail?
  - Outline the application process and rationale for each step.
- Where can I find more information? Where can I sign up for updates?
  - Provide links to your website and additional program information as well as contact information for the staff member in charge of recruiting.

WHY should someone apply to tutor with you?

Follow up individually to convince initial recruitment contacts, prioritizing particularly promising prospective applicants.

> Connect prospective applicants with your **most persuasive messenger** for them. Leverage **multiple methods** of follow-up.

- Collect and manage all contact information from prospective applicants.
- Share updates and reminders about upcoming (or extended) deadlines.
- Create opportunities for conversations with current and former tutors.
- Offer to meet one-on-one with prospective applicants.

Tutor Selection Strategy

Why design a cohesive selection strategy?

The quality of your program's work depends on the quality of your tutors. As a result, choosing the right people for the job is critical: tutors' values should align with your own and tutors' skills should be suited to their work. However, the more complex your application process becomes, the harder it will be to recruit enough tutors. Every step of the tutor application process, therefore, should be streamlined as much as possible and designed to select for something in particular — ideally, for several things at once.

> Your candidate pool should **reflect the backgrounds** of the students being served. Also, when developing selection criteria, **consider how advanced you need tutors to be when it comes to understanding systemic oppression and being anti-racist.** Some programs look for an openness to learning and an acknowledgement of intrinsic bias as this sets the foundation for future training.

Determining Selection Criteria

You must first know what you are looking for in tutors. You cannot design the selection process without knowing what you are selecting for.

- Start by listing all the qualities of your ideal tutor.
  - Use your Measurement Plan as a guide. What do tutors need to *know, believe*, and *do* to reach their goals?
- Then, identify which qualities you will provide training for.
  - It is easier to impart practical skills through training than it is to change beliefs and mindsets.
  - What content knowledge will tutors need to brush up on before starting work?
- What's left? If you want tutors to have a certain quality, and you're not going to *train* them on it, you'll have to *select* for it.
  - Is there a baseline of content knowledge all tutors must have before even starting training? What is it?
  - Are there beliefs and mindsets that all tutors should hold? (e.g. high expectations, open to feedback, etc.)

Identifying Indicators

Once you know what qualities you want to select for, you must then identify the observable behaviors that will serve as objective proxies for each one. These are your *indicators*. Selectors should use these indicators to evaluate applications. For example, an indicator that a tutor is *adaptable* might be: "tutor came up with clear and correct

> To **ensure equity** in this process, provide **all** your selectors **anti-bias training** to help counter **implicit biases**.

responses to hypothetical scenarios on-the-fly with calm confidence." You may also consider *negative indicators*, or *flags*, that are cause for concern (e.g. incorrect answers on a content knowledge assessment). All selection decisions should be traceable to specific indicators observed during the application process.

Requesting References

In addition to conducting background checks prior to tutors working with students, your selection process should also include a reference check, such as a character reference, or letter of recommendation from a current or former employer. Professional reference checks will provide you with a wealth of information about the applicant and (ideally) should explicitly address the applicant's experience working with children. Include both quantitative and qualitative questions; for instance, request both a rating and an open-ended response. Examples:

- How would you rate this person's ability to work well on a team? Why?
- How would you rate this person's openness to receiving and implementing feedback? Why?
- How would you rate this person's ability to connect with young people in low-income, urban communities? Why?
- Is there anything else you'd like to share with us about this person as an applicant?

Students as Selectors

Tutors ultimately work for their students, not the supervisors of the program. (*All* program staff, from new hires to veteran leadership, ultimately work for the students!) So involving student voices in the selection process can be both empowering for the students and helpful for the program. Gathering student feedback is usually best achieved through *demo sessions* with actual students once prospective tutors have cleared most of the hurdles in the selection process. The goal is not to assess tutors' content knowledge, but to gauge how well they can connect with the students they will serve.

Screening & Expectations

	Screening and Expectation
Implementation Checklist	• Outline and implement all pre-entry legal requirements based on district, state, and institutional regulations • Outline a clear support and management structure for tutors, including who will observe and evaluate tutors • Clearly delineate and communicate all expectations, policies, and procedures to tutors prior to the start of tutoring • Articulate a performance evaluation process to ensure tutors meet performance expectations
Implementation Tools	• Tutor Background Check Guidance • Setting Expectations with Tutors
Key Insights	**Know the law (or, more realistically, get counsel from someone who does).** • Programs need to be aware of all legal requirements, which can vary based on district, state, and institution. Information related to state requirements can typically be found via the state's Attorney General's Office. Programs should also check with partner school districts and other institutions to keep abreast of any additional requirements. Set aside a budget for legal counsel, leave enough time to implement their advice, and plan to deal with more challenges in the future as regulations change or the program expands to new jurisdictions. Devote particular attention to the various state laws around recording sessions, institutional policies around rights and rules, and federal confidentiality legislation (e.g. FERPA). **Set clear expectations for your tutors from the start.** • Clear expectations provide tutors with a benchmark for self-evaluation, a reference point when expectations are not met, and a way to hold tutors accountable. Because consistency is critical, expectations should not be set lightly; an advisory group or board of directors should approve them. With guidance from this group or board, programs should review and revise their policies and procedures regularly (both reactively and proactively). Programs should provide orientation for tutors on policies and expectations. Having all tutors sign off on the expectations prior to the start of the program establishes their importance in tutors' minds and provides legal cover if a tutor fails to meet them.

Tutor Background Check Guidance

Why screen prospective tutors with a background check?

Tutors must be trustworthy. Because they will be working in positions of power and authority over minors, they must meet a high standard of conduct. Programs hiring tutors must do their due diligence to ensure that they are not putting students at risk. Neglecting this duty could cause significant harm to students that was both foreseeable and

> **This tool is not legal advice**
>
> Consult an attorney to ensure program compliance with all federal, state, and local laws.

preventable at minimal expense, and can result in legal liability for the program. Further, sometimes a specific background check may be legally required by local, state or federal laws.

To ensure student safety, **all tutors should be screened prior to working with any students**. The precise forms of background checks required by law will vary, so **consult an attorney and be sure to follow the law. This tool is not legal advice!**

Types of Background Checks

The United States does not have a centralized database for criminal records and each state has different background check requirements. As a result, most programs must conduct 2-3 types of background checks. **Check the legal requirements in your state.** The most common ones that may be required are listed below:

- **FBI Background Check**. This is the most comprehensive check, and reviews all fingerprint-based records. It surveys all federal criminal records and the majority of state-level criminal records databases. Low-level misdemeanors and citations are not included, however, so it is recommended to supplement an FBI background check with a state background check.
- **State of Operation Background Check**. Each state has its own policies about who can access criminal records and for what purpose. The costs, process, and time required will vary. Typically, state criminal background checks cover offenses only in *that state*; they are *not* a replacement for federal-level background checks.
- **State of Residence Background Check**. Particularly if your Delivery Mode for tutoring is Virtual, prospective tutors will sometimes apply from other states, not just the state where your program operates. Your program may need to complete a background check for their state of residence, not just the state where they will be tutoring.
- **U.S. Department of Justice Sex Offender Registry**. Applicants can be searched in this national registry. Create a protocol for staff conducting this check to document, sign off on, and input the date reviewed for each applicant.
- **Child Abuser Registries**. These state registries include complaints that did not result in arrest or prosecution and so will not be included in criminal records. Contact your local child welfare agency to see whether this information is accessible to you.

What about private vendors?

While there are several private vendors that purport to conduct background checks, they are not recommended. Their state and local datasets can be unreliable, and there is so much variation in their methods that their results are inconsistent.

What about international students?

If your Tutor Type includes College Students, you may encounter international students with no records in these systems. If so, consider requiring a background check from their country of origin. **Check the legal requirements in your state!**

Professional References

In addition to background checks, your selection process should include a reference check, such as professional reference, character reference, or letter of recommendation. Professional reference checks will provide you with a wealth of information about the applicant and (ideally) should explicitly address the applicant's experience working with children.

Create a Formal Written Policy

Operating as an organization that works with minors requires you to create written and well-documented policies and develop consistent and systematic processes for screening applicants. Consistently review and update policies as regulations change, and oversee implementation to ensure that all employees follow policies as intended.

How should the formal written policy be created?

- Outline the legal requirements based on federal, state, local, and institutional (e.g. AmeriCorps) regulations.
- Stay up-to-date on the legal requirements in your state. Each state has different requirements, and laws will change over time. They are often (though not always) easily available via your state's Attorney General's Office.
- Consult with an attorney (as well as your insurance company) on all policies.
- Ensure regular review and compliance with policies.

What should the formal written policy include?

- All the required components that a prospective tutor must complete.
- Specific and consistent guidelines for disqualifying an applicant for the tutor role based on the screening results.
- Methods for tracking the status of the screening process for all prospective tutors.
- Information about who will pay for the background checks. Will it be the organization, or the prospective tutor?
- Written communication to all prospective tutors to ensure that they understand the screening process at the outset.
  - Written release statement for tutors to sign agreeing to the background check.
    - Tutors should agree to abide by the result of the background check process.
- Instructions for program staff on how to read and interpret the various background checks.

- o Description of legal requirements for reviewing background checks, including how to document findings and decisions.
- o Description of legal requirements for staff to ensure that all background checks are kept confidential and secure.

Setting Expectations with Tutors

Why is it important to set expectations with tutors?

Tutors cannot reliably meet expectations they do not understand. Setting clear expectations at the outset both helps tutors understand their commitments and makes it easier for supervisors to enforce them. Tutors will be working with minors, so clear and firm expectations are critical tools for safeguarding students, tutors, and the program. Tutors should see examples of what success looks like in their role and also receive guidance on what not to do (and why). Setting expectations also helps ensure equity in tutors' experiences by holding everyone to the same fair standard.

This tool is not legal advice

Consult an attorney to ensure program compliance with all federal, state, and local laws.

The lists below are not exhaustive. Expectations and trainings required by law will vary, so **consult an attorney and meet legal requirements. This tool is not legal advice!**

Communicating Expectations to Tutors

Communicate all program expectations, policies, and procedures to tutors in both written and verbal format. Most importantly, **create a tutor handbook** for your program with all expectations, policies, and procedures clearly outlined.

- Consult an attorney (both initially and on a regular basis) to avoid leaving out anything critical that is required by law.
- Get approval from an advisory group or board of directors.
- Review and update policies regularly to incorporate input from stakeholders and institutional partners.
- Before training begins, verbally communicate all expectations outlined in the handbook to new tutors.
  - Give tutors ample opportunities to ask clarifying questions. It will save you time and trouble later.
  - Have tutors sign paperwork indicating that they have read and understood the handbook.

Tutors' Expectations of the Program

In addition to outlining what the *program* expects of *tutors*, you should also outline what *tutors* can expect of the *program*.

- What are the tutor's rights as an employee? **These will vary state-by-state and even by local jurisdiction.**
  - How will the program keep tutors' private information confidential?
  - Does the tutor agree to let the program post images, video, etc. of them at work to social media?
  - What are the processes for discipline and termination if a tutor violates the program's expectations?

- o What employment, anti-harassment, and anti-discrimination laws must the program follow?
  - ▪ How can tutors report potential violations? What protections do they have against retaliation?
- What training and support will the program provide for tutors?
  - o What training will be provided before tutors start work? When and where?
  - o What ongoing support will be provided during work? Who will support tutors, how, and how often?
  - o What framework will be used to evaluate tutors' performance? What does success look like in the tutor role?

Program's Expectations of Tutors

Below is a list of the types of expectations your program will likely need to set with tutors. You should ensure that you are following any requirements from partner institutions as well (e.g. local school district, university, AmeriCorps, etc.).

Program Commitments

- **Location.** Where will tutors perform their work? If your Delivery Mode is Virtual, what software will they use?
- **Time Commitment**. How long does the tutor's contracted commitment to the program last? A summer? A year?
  - o How many days per week will tutors work? How many hours? What are the clock-in and clock-out times?
    - ▪ What should a tutor do if they will be absent or late? How do tutors accrue and use paid time off?
    - ▪ What are the consequences of chronic lateness or absenteeism? What constitutes "chronic"?

Communication Norms

- **General Communication Expectations**. What are the baseline expectations for all tutors' work communication?
  - o What constitutes professional language over email, phone, etc.? (See Professionalism section below.)
  - o What are the expectations for checking lines of communication outside working hours?
  - o What constitutes a reasonable response time for calls or emails?
  - o How should tutors use their phones during working hours?
- **Communications with Program Staff.**
  - o What kind of information will tutors receive from program staff? How often? Through what channels?
  - o What kind of information will tutors need to share with program staff? How should they communicate it?
    - ▪ For example: scheduling absences, discussing challenging students, reporting concerning information students share, etc.
- **Communications with Students and Families.**

- o What are the policies around sharing tutor contact information with students, accessing student contact information, or communicating with students outside of sessions? (See Student Safety section below.)
- o Will the program expect tutors to communicate with families? If so, what policies must they follow?

Job Duties

- **Tutoring Role and Responsibilities.** Ensure these align with the Job Description tutors saw when they applied.
- **Preparation Before Sessions**. What materials must tutors prepare? What must they set up before students arrive?
- **Structure During Sessions**. What needs to happen during each session? What structure should tutors follow?
- **Paperwork After Sessions**. What data must tutors document, and where? What paperwork must they submit?
- **Collaboration With Colleagues**. With whom should tutors collaborate? What does good collaboration look like?

Professionalism

- **Legally-mandated Training**. Specific trainings (e.g. anti-sexual harassment training) are required by state law.
  - o What training sessions must tutors complete? By when? How will the program verify their completion?
- **Program-mandated Training**. Which program-provided training is *mandatory* and which is *optional*?
- **Professional Conduct**. How should tutors act at work?
  - o What dress code and language standards must tutors uphold during their work? Review these with a diverse team of staff to ensure there is no inherent bias in these expectations.
  - o What standards of ethical behavior must tutors meet? What program values must they uphold?
    - ▪ Are there specific restrictions based on institutional partnerships (e.g. AmeriCorps limits on political activity or drinking alcohol while wearing AmeriCorps logos, even off-the-clock)?
- **Performance Evaluation & Coaching**. How will tutors be evaluated and coached?
  - o How often will tutors be observed by supervisors (formally or informally) during their sessions?
  - o How will tutors be evaluated? What are the expectations around implementing supervisor feedback?

Technology

- **Appropriate Use**. If computers (or other hardware) are issued to tutors, what constitutes appropriate use?
  - o Outline the specific rules for using the program's hardware, particularly an internet use policy.

- o   Outline prohibitions on using the technology provided by the program for any illegal purpose (e.g. software or media piracy) and lay out the consequences tutors will face for misusing technology.
- **Data Ownership & Control**. Who owns the data on the program's computers or in its online systems?
    - o   Clearly state that any information stored on the technology provided by the organization is owned by the organization and can be monitored by the organization at any point.
- **Miscellaneous Requirements**. What else do tutors need to know about technology use for their work?
    - o   What are the approval requirements if a tutor is using their own hardware for work (e.g. personal laptop)?
    - o   What are the requirements for updating software and returning hardware?
- **Virtual Sessions**. If your Delivery Mode is Virtual or Blended, what are the expectations for virtual sessions?
    - o   Are tutors required to use specific software or meet certain baseline system requirements?
    - o   What are the expectations for tutors' home office environments during sessions (e.g. quiet, isolated, etc.)?
    - o   Will sessions be recorded? (See Student Safety section below.)
        - ▪   Are tutors *required* to record sessions? If so, how? Where should recordings be saved, and how?
        - ▪   Are tutors *allowed* to record sessions? If not, why not? What laws might apply here?
        - ▪   What consent from students do tutors need to have prior to recording any sessions?

Student Safety

- **Student Confidentiality Requirements**. Make it clear that student information must be kept strictly confidential.
- **Data Privacy Guidelines**. What best practices do tutors need to follow to keep student data safe and private?
- **Mandated Reporting**. Based on your state laws, will your tutors be Mandated Reporters? Make it clear to them.
    - o   Mandated reporting is the requirement to report any signs of suspected child abuse.
    - o   If tutors are considered Mandated Reporters under your state laws, ensure that tutors undergo all required training. Make it clear *to whom* they must report concerns (i.e. Site Director, School Administrator, or Guidance Counselor) and the timeframe *when* they must report these concerns (i.e. within 24 hours).
- **Media Releases**. What rules are there around tutors sharing or publishing aspects of their work?
    - o   Can tutors speak with journalists about their work? If not, to whom should they direct interview requests?
    - o   Can tutors share photos or videos of students on social media? (The answer is almost certainly no, but tutors may not realize this intuitively.) Have students and/or families signed media release consent forms?
- **Interactions with Students**. Depending on your context, tutor interactions with students may need supervision.

o   Does a teacher need to be present or do other supervisors need to be present during tutoring? Supervision is often required during school day programs, but each district has its own requirements.

o   If a teacher does not need to be present, what are the ways in which the program is ensuring student safety?

- Are virtual sessions recorded? Who is responsible for recording them, and how?
- Are there supervisory adults who cycle in and out of sessions?
- What happens if a tutor is alone with a student? Is there specific guidance for tutors to follow?

o   What kinds of tutor-student communication outside of sessions are allowed? What kinds are expected?

- Can students and tutors connect online? If so, which methods are approved, and which are not?

Training & Support

Training & Support	
Implementation Checklist	- Delineate training content based on Model Dimensions and selection criteria for tutors - Establish a clear structure for pre-service and in-service training, including frequency, format, facilitator, etc. - Ensure inservice training is responsive to performance evaluations, stakeholder feedback, and student performance data - Collect feedback from tutors on trainings and incorporate insights and lessons from feedback to improve training effectiveness
Implementation Tools	- Pre-Service Training Guidance - In-Service Training & Support Guidance
Key Insights	**Training should fill any gaps between your selection criteria and your ideal tutor's qualities.** - Training decisions and selection decisions are related. Training should help tutors acquire whatever important qualities a program did not actively select for during recruitment. - Model design decisions also influence training content. Programs with online delivery models will need to train tutors to use all features of the platform; programs with multiple students per tutor will need to train tutors to manage student behavior, programs with consistent tutors will need to emphasize relationship-building, etc. **The frequency of training depends on the tutor type and complexity of the program model.** - Tutors (especially volunteers or college students) who receive more training will be significantly more effective than those who receive less, but program capacity and return on investment is also important to consider. Year-round in-school paraprofessionals should receive more thorough training than part-timers at an 8-week summer program, for example, as the benefits of training will compound over time. **Regardless of tutor type or program model, pre-service training alone will not be sufficient.** - Even with the highest-quality tutors, unanticipated friction and human conflict can emerge in implementing any program model.

Programs need to keep an eye out for opportunities to help tutors improve and resolve problems as they emerge in practice.

- Pre-service training should focus on building *knowledge*, while inservice training should hone *skills*. An inservice support model might involve individual observation and coaching, differentiated group coaching on specific skills, and peer support via sharing best practices.

Tutor support matters regardless of model design.

- While the specific support structures may vary from program to program, the need for support is universal. Rigorous recruitment does not mean you can overlook oversight and support: even competent and capable individuals perform better with supervision and support.
- However, there are many ways to provide support depending on a program's design. Support could mean a formal manager on the program's staff (sometimes referred to as a "site director"), a "lead tutor" who has been deemed effective in the role and capable of training others, a teacher at a specific school site, or something entirely different, like using a technology platform that tracks whether or not tutors are meeting expectations. It could also involve a combination of these methods: for example, several lead tutors supervised by a formal manager could effectively oversee many more tutors than that single manager could alone.

Trace student outcomes to root causes in tutor practices to identify training needs.

- Student academic data should inform tutor training. If students are struggling with vernacular misconceptions, for example, targeted training on anticipating and preventing these misconceptions by clarifying terminology could help tutors serve students better. Additionally, If the data indicates that lack of mastery on a prerequisite skill is the barrier for mastering the current standard, training tutors to identify missing prerequisite skills and build a remediation lesson should be considered.

Seek feedback from tutors about their needs to customize training content.

- Students feel empowered and excited when they have agency in their own learning, and the same is true of tutors. Soliciting feedback from tutors and providing training geared towards their self-identified needs not only helps them become better tutors, but also helps them feel supported and valued by the program.

Pre-Service Training Guidance

Why is tutor training important?

Training your tutors is the most effective way to ensure they are building and maintaining the skills and mindsets required to successfully tutor in your program. There are two main methods of training: **Pre-Service Training**, which takes place before tutoring sessions begin, and **In-Service Training**, which is an integral part of a tutor's ongoing support.

Why does Pre-Service Training matter?

Pre-Service training is the best way to set tutors up for success before their very first tutoring session. While the specific content and length of Pre-Service Training will vary based on the Model Dimensions of your program, there are three fundamental design principles to consider when designing Pre-Service Training and a series of topics that should be incorporated into sessions regardless of Model Dimensions. (This tool also includes additional model-specific training topics at the end.)

Design Principles	These principles set the foundation for Pre-Service Training and should be considered at every step of the design process regardless of specific content.

Principle 1: Map out Knowledge, Skills, and Mindsets.

All Pre-Service Training sessions should have an achievable objective that maps directly to a skill, mindset, or value that is required for your unique program. The need for this specificity may seem obvious, but if objectives aren't explicitly considered, programs may not end up training tutors on the highest-leverage content until problems emerge in implementation.

Principle 2: Combine Asynchronous and Synchronous Components.

Whether in-person or online, Pre-Service Training is most successful when it combines asynchronous and synchronous components. Consider including information-heavy content as pre-work or online coursework that can be completed at the tutor's own pace and dedicate synchronous sessions to interactive discussions, skill-building workshops, and practice sessions. Whenever possible, tutors should have opportunities to discuss with, learn from, and teach their peers.

Principle 3: Ground Training in Diversity, Equity, and Inclusion.

Training should promote diversity, equity, and inclusion by both creating a culture that allows tutors to elevate these topics when they come up and providing time and space to question systems of oppression and entrenched power structures that may threaten the advancement of diversity, equity, and inclusion. Incorporate specific sessions dedicated to:

- Setting a foundation for exploring identity
- Building self-awareness through uncovering implicit bias

- Exploring different forms of privilege
- Generating awareness around the history of systemic racism, paying special attention to local context
- Building understanding of the local context

All of these sessions should incorporate opportunities for tutors to build awareness related to their attitudes towards education and the experiences they've had that inform their vision of the type of instructor they want to be. Engaging in this kind of exploration and discussion will help tutors uncover the biases they potentially hold about education. For example, do they value silence over discussion? Lectures over group work? Note-taking over project-based work? If tutors don't get the opportunity to unpack why they favor certain behaviors or approaches over others, their actions while working with students may unintentionally work against student learning and uphold a culture of white supremacy.

Universal Training Topics	All programs should incorporate these topics into training sessions. The time you should spend on each, however, will depend on your Model Dimensions.

Tutor Expectations

- Training should open with an explicit definition of what it means to be a successful tutor in your program.
- Carving out time at the outset to discuss what constitutes success makes giving feedback when expectations aren't met much easier.
- Formally communicate expectations verbally and give tutors the opportunity to ask questions and get clarification. The training session during which you have this discussion is an ideal time to give tutors the expectations in writing and have tutors sign off on them.
- To learn more about setting expectations, see the Setting Expectations with Tutors tool and model your training sessions using it as a lens.

Content Proficiency

- If content proficiency is not prioritized as a selection criterion, Pre-Service Training should incorporate strategies tutors can use to effectively prepare to deliver content fluently and facilitate student learning.
- When working with students, tutors should be able to explain concepts in multiple ways, identify students' misconceptions, and proactively plan to address those misconceptions.
- Pre-Service Training should give tutors the chance to grapple with these strategies and consider how they will structure their own pre-session prep time. Pre-Service training should introduce any specialized content knowledge or skills unique to your program (e.g. some literacy programs need to teach tutors the science around how young children learn to read).

Program-Specific Pedagogy

- Regardless of tutors' content proficiency, you must train them on your program's particular pedagogical practices.

Effective Facilitation

- Pre-Service training should include skill building for effective session facilitation. Tutors should not only see examples of strong facilitation, but also have the opportunity to practice through role play and giving/receiving feedback.
- Examples of effective facilitation include implementing an appropriate warm-up, giving clear directions, asking appropriately rigorous and scaffolded questions, and finding opportunities to build the student-tutor relationship.
- To learn more about facilitation, see the Effective Facilitation Checklist and model your training using it as a lens.

Data Practices

- Pre-Service Training should be used to familiarize tutors with the data collection tools they will use throughout their time as a tutor with your program, along with expectations related to student data use and privacy.
- To learn more about data use and best practices, see the Example Data Collection Tools and Student Data Privacy Guidance tools and model your training sessions using these tools as a lens.

Supporting Students with Learning and Thinking Differences

- Training sessions should include opportunities for tutors to practice facilitating sessions that incorporate strategies for working with students who have learning and thinking differences, which are variations in how the brain processes information that can affect how people learn, work, and interact.
- After practicing, tutors should debrief and receive feedback, then try again (incorporating the feedback).
- To learn more about supporting all learners, see the Example Tutoring Session Structure, Accessibility Checklist, and Personalizing a Tutoring Session tools and model your training sessions using these tools as a lens.

Tutor-Tutor Team-Building & Networking Activities

- Tutors are people, too. While social activities aren't "topics" per se, they are universally useful to include.
    - Examples include incorporating icebreakers into sessions that promote getting to know each other, providing optional affinity spaces, and organizing events outside of training that build positive culture among tutors.
- If your Pre-Service Training includes a session on the program's mission/vision/values, consider supplementing that training with plenty of team-building activities — both to promote socializing during less-interactive sessions and to leave tutors with strong implicit associations between their positive social-emotional experiences that day and your program's identity.

Model-Specific Training Topics	These topics are only relevant for specific Model Dimensions. Not all tutoring programs will need them, but those that do will need to prioritize them highly.

Virtual or Blended Instruction

- If your Delivery Mode is Virtual or Blended, Pre-Service Training should include demonstrations of all features of the online platform and coaching of tutors on how to use it effectively.
- Tutors should be familiar with all the platform's basic capabilities (e.g. communication abilities, screen sharing, group discussion features, etc.) and should have a general sense of how to troubleshoot if there are technology issues. They should receive guidance about whom to contact for more advanced tech support if necessary.
- Tutors may need to employ adjusted warm-ups and/or behavior management strategies in a virtual environment.
- To learn more about online learning, see the Choosing and Using Blended Learning Software and Choosing and Using Virtual Tutoring Platforms tools and model your training sessions using these tools as a lens.

Tutor-Student Relationships
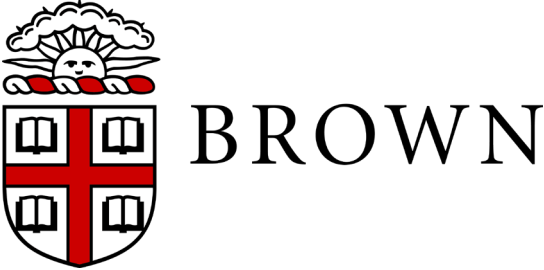
- If your Tutor Consistency is Consistent, Pre-Service Training should strongly emphasize the importance of tutor-student relationship-building, along with providing guidance to help tutors understand what effective and professional relationships look like in practice.
- The more tutors are taught to prioritize healthy relationship-building in interactions with students, the more quickly they will get to know them as people and as learners, the higher their expectations will be, and the more effective and productive their instruction will be. In other words, student-tutor relationships should not be the topic of a singular Pre-Service Training session, but rather should be embedded in all sessions.
- To learn more about relationship-building, see the Strong, Academically Focused Tutor-Student Relationships and Relationship Building Activities tools and model your training sessions using these tools as a lens.

Small-Group Facilitation

- If your Student-Tutor Ratio is Small Groups instead of one-on-one, your tutors will need detailed guidance on facilitating small-group instruction effectively while redirecting off-track student behavior and keeping student discussions productive.
- If the tutors will be responsible for creating the small groups themselves, they should receive training and tools to help them leverage student academic data for this purpose to ensure that groups are both purposeful and flexible.
- To learn more about facilitating small groups, see the Tips for Creating Data-Informed Student Groups and Effective Facilitation: Small Group Tutoring tools and model your training sessions using these tools as a lens.

Pre-Service Training Examples

Model Dimensions	Design of Pre-Service Training
Content Area & Grade Level: 9th Grade Math (Algebra 1) **Target**: Universal or Problem-Driven **Setting**: In-School **Take-Up:** Required **Tutor Type**: Paraprofessionals (AmeriCorps) **Delivery Mode**: Traditionally In-Person (Implementing SAGA OffSite Virtual in 2020-2021) **Dosage**: 45-60-minute sessions 5x per week for 1 school year **Student-Tutor Ratio**: 2:1 or 3:1 **Tutor Consistency**: Consistent	• 3-week training • 5 days a week from 8:30am - 5:30pm • Multiple sessions per day • For the first two weeks, each day follows a specific theme • The last week is dedicated to site-specific time

Link to Pre-Service Training Overview

Brown University Online Tutoring

Model Dimensions	Design of Pre-Service Training
Content Area & Grade Level: Elementary School All Subjects **Target**: Universal **Setting**: Outside of School **Take-Up**: Voluntary **Tutor Type**: University Students **Delivery Mode**: Online or In-Person **Dosage**: Dependent on student preference **Student-Tutor Ratio**: 1:1 **Tutor Consistency**: Consistent	Tutors must earn the following three badges by completing the three Community Engagement Orientation Workshops below. • Providence: Many Stories *(understanding local community context)* • Providence is not our Playground *(privilege awareness & culturally-responsive approaches to the tutor role)*

	• Healthy Boundaries and Professionalism Once completed, tutors undergo a series of trainings pertaining to: • Online etiquette and communications skills in an online setting • Similarities and differences between online and face-to-face tutoring • Problem-solving or growth mindset: applicable to both in-person and online tutoring • Empathy and relationship building between tutor and student learner

In-Service Training & Support Guidance

Why does In-Service Training, Oversight and Support Matter?

Training, providing oversight and supporting your tutors are the most effective ways to ensure they are building and maintaining the skills and mindsets required to tutor successfully in your program. There are two main methods of training: **Pre-Service Training**, which takes place before tutoring sessions begin; and **In-Service Training**, which is an integral part of a tutor's ongoing support and typically includes some form of coaching, oversight and professional development to help tutors consistently meet your expectations, support their students, and continue growing as professionals within your community.

In-Service Training

Generally, all programs have some form of in-service training that takes place on an ongoing basis at regularly scheduled times. Although the frequency and content of training will vary depending on a program's Model Dimensions, the following best practices should guide all In-Service Training design:

- **Refresh and build on what was covered during Pre-Service Training**. Keep that knowledge alive for tutors!
- **Establish a cadence for your in-service training**. Whether you offer training once a month or once a quarter, determine these dates ahead of time and share them with your tutors as soon as possible. (Send reminders, too.)
- **Develop a scope and sequence for your training**. Consider gradual skill building, introducing more advanced content or facilitation strategies as tutors progress throughout the year and master skills from Pre-Service Training.
- **Be flexible based on what your tutors need**. Just like your tutors, you should use your observations to identify and meet individual learning needs. If you notice common struggles across tutors, consider addressing these via training.
- **Incorporate sessions where tutors learn from one another**. Giving tutors an opportunity to learn from one another and problem-solve together is a powerful training approach.
- **Gather feedback from all stakeholders**. Ask tutors what they want from training, of course, but also reach out to school administrators, teachers, students, and families, and use their insights to adjust the design of your training.
- **Think outside the box**. In-Service Training does not need to take place in a traditional classroom in order for it to be successful. Online modules, workshops, professional learning communities, and meetings with consultants are all additional options, some of which current tutors could take the lead in organizing with program staff support.

Tutor Oversight Approaches and and Support Structures

Just as ongoing training is essential, tutor oversight and support is fundamental to tutor success. While providing tutors with direct coaching is ideal as it allows for the most comprehensive and prompt feedback, it is not always possible. Like many components of your program, oversight approaches and support structures will vary depending on your program's Model Dimensions.

Regardless of Model Dimensions, however, most programs designate a person or group of people responsible for tutor oversight; the approaches they take to this role determine the type of support provided. The table below outlines some different options for oversight approaches and support structures.

Oversight Approaches & Support Structures	Relevant Model Dimensions
Heavy oversight and individual coaching support from an onsite supervisor. An onsite supervisor is usually an employee of the tutoring program, sometimes referred to as a Site Director or Site Manager. People in this role tend to spend the majority of their work week at the same location as the tutors and liaise heavily with administration and other school personnel.	Often used for in-person, in-school, high-dosage tutoring. Highly effective, but also very time-intensive. Less necessary for more experienced Tutor Types (e.g. teachers).
Daily oversight from school faculty with routine support from program staff. Some programs rely on an existing onsite staff member, like a teacher, to support with daily aspects of the oversight role, but then have someone else from the program's staff observe and provide support once per week. The onsite staff member may take on an elevated role, and thus be compensated (or have a lighter teaching schedule) in order to provide oversight and coaching to tutors. The person in this role will often facilitate the collaboration between tutors and teachers at the school as well.	Appropriate for in-school programs that use a rigorous and consistent curriculum. The program staff check in regularly to ensure that a program is implemented to fidelity, while onsite school faculty or staff provide daily advice. Using this approach also provides an opportunity to develop leadership within schools.
Virtual oversight and support. With this approach, sessions tend to be recorded for a supervisor to watch and later provide feedback. Tutors may also be encouraged to watch their own recordings and learn to identify their strengths and struggles; this self-reflective work helps them set goals for improvement. Virtual sessions also let supervisors pop in to observe live sessions easily.	Most effective when it can be comprehensive (i.e. when the tutoring Delivery Mode is completely or mostly Virtual).
Light oversight with peer support via professional development communities. Instead of receiving direct support from someone in an onsite supervisor role, tutors attend skill development sessions and share best practices through communities of practice led by experienced tutors who have demonstrated	This structure is most effective when tutors are skilled and experienced instructors. But be careful relying exclusively on it with less experienced Tutor Types (e.g. volunteers/college students).

strong outcomes for students. Someone from the program staff may need to support coordination, but this person would be "on the ground" much less frequently.	

Effective Tutor Support: Best Practices

Regardless of how support is structured, these 4 critical actions can help tutors develop and improve in their role.

1. Create a culture of open communication and feedback.

Pre-Service Training should explicitly model healthy mindsets about feedback, but most of the work of cultivating these mindsets happens via In-Service Support. Strategies for creating a culture of open communication and feedback include:

- Ask tutors for feedback and explicitly share when their feedback has been taken into account in a decision.
- Ask tutors how they prefer to receive feedback (e.g. written first with time to process vs. immediately, etc.) and prepare accordingly. By considering this, you're setting yourself and your tutor up for a productive conversation.
- Provide feedback right from the start of the program. Especially at first, carve out time for tutors to have a meta- conversation with you about the feedback they're receiving. Validating their questions and asking them directly how it felt to receive the feedback will naturally open lines of communication centered around improvement.

2. Support tutors in creating their own goals.

Leverage tutor-articulated goals when providing feedback and other means of support, and help tutors reflect on their progress in reaching those goals. Use these conversations to deepen personal connections and provide social-emotional support if needed.

3. Plan for regular observation and debrief cycles.

- Observe each tutor working directly with a student (or small group).
- Provide regular feedback so that tutors get multiple opportunities to learn, reflect, and improve.
- The person conducting the observation (e.g. a Site Director, a teacher in the building, etc.), the frequency of the observations (weekly, biweekly, etc.), and the method for engaging in the debrief (in-person, over video call, over email, etc.) will vary based on your chosen support structure, but the important thing is embedding a feedback cycle into your in-service support strategy.
- In in-person, during school, high-dosage programs, tutor observations tend to be on a weekly basis.
- Programs that use more than one person to support tutors (i.e. a combination of people in different roles) may incorporate a more nuanced cadence (e.g. onsite staff member observes

twice per month, program staff observes once per month, and they observe simultaneously once per quarter).

4. Invest in developing a rubric or fidelity checklist specific to your model to support continued improvement.

Supervisors can use a rubric or fidelity checklist to provide consistent support and feedback to tutors. Providing feedback using these kinds of tools builds self-awareness in tutors. It also allows programs to set benchmarks for progress and by looking at all tutors' rubric scores or checklists collectively, programs can identify cohort-wide skill gaps or program-wide trends that need addressing. At the end of this document, you'll find an example fidelity checklist that the literacy tutoring program Reading Corps uses for one of their reading interventions. An example of a portion of a rubric can be found in our Examples of Data Collection Tools.

Example Fidelity Checklist

This document shows what an exemplary fidelity checklist looks like. Note its clarity and specificity about what tutor actions to look for. This type of checklist not only helps tutors plan their session facilitation and self-evaluate as they work, but it also helps ensure that the feedback they receive from various observers uses consistent language and sets consistent expectations.

Instruction

Overview	
Critical Questions	- What academic content will tutoring sessions focus on? - How should tutoring sessions be structured and facilitated to affirm students' academic and personal identities, build strong relationships, and ensure students master the content?
Sub Elements *(Click on the links or visit the pages on the lefthand navigation for more information.)*	- Session Content - Session Structure - Session Facilitation - Relationship Building
Model Dimensions Review	See Program Design for the full Model Dimensions table or click below to see considerations specific to Instruction. **Delivery Mode** Before implementing best practices to ensure high quality instruction, you need to have clarity on your Delivery Mode, which describes how tutoring is being delivered. **In-Person**: Students receive tutoring from a tutor in the same physical location. The most rigorous evidence of impact comes from in-person tutoring programs, and whether virtual and blended tutoring interventions can be as effective as those conducted purely in-person remains an open question. The effectiveness of these alternative delivery modes will likely depend on the student population; for example, younger students appear to have greater difficulty engaging virtually. **Virtual**: Students receive tutoring on their computers and other digital devices from a tutor over the internet. Virtual tutoring has the opportunity to provide more equitable access given the wide range of geographical regions that a virtual program can serve. While research on virtual tutoring is limited, a recent small-scale evaluation of an online math tutoring program found promising results. **Blended**: Students receive tutoring through some combination of in-person and virtual methods. Research on blended tutoring programs also remains scant; however, a recent evaluation of a tutoring program using a blended approach found that a blended model (i.e., alternating between face-to-face

tutoring and students engaging in computer-assisted learning) was equally effective at increasing student learning while reducing the higher financial cost of purely in-person tutoring.

Guidance when considering Delivery Mode

Factor in Delivery Mode when making other decisions about Model Dimensions within your program design.

Target (Age and Subject Area): When making decisions about Delivery Mode, consider both the age level of the students and the subject area. Some students might not be able to navigate the online setting. The effectiveness of the blended setting also depends on the quality of materials that are available, which may differ by subject area or grade level.

Tutor Type: Any decision about delivery mode will impact the talent pool from which a program can recruit tutors. Virtual tutoring typically provides the widest range of options due to the location flexibility of virtual tutoring. Broader recruitment might be particularly useful for more remote geographic areas and for subject areas that require less common skills, such as middle and upper grades math.

Dosage: If the delivery mode is blended, the program can scale back the amount of face-to-face time needed for tutoring by providing targeted online practice to students and useful insights to tutors — assuming they have access to information about their students' performance on the platform — to help them prepare before each session.

Learning Integration: If the delivery mode is virtual or blended, the program may require more active participation from stakeholders (families at home or teachers at school) to ensure students attend tutoring sessions and are familiar with how to use the virtual tutoring platform or software.

Setting: If the delivery mode is virtual or blended, the program will need to consider the technological infrastructure available to conduct the tutoring in its chosen setting. If a virtual or blended program takes place in an in-school setting, the program will need to ensure schools have the internet bandwidth needed to run the program and up-to-date devices available. If a virtual program takes place in an out-of-school setting, the program should consider how students without reliable internet connections or up-to-date devices at home will be able to access the virtual tutoring.

Tutor Support: If the delivery mode is virtual, the program can offer creative ways to ensure student safety and tutor accountability. Many virtual platforms can record sessions to be sent to program administrators, as well as track the degree to which the tutor is using key tutoring strategies or software. Many platforms offer the opportunity for tutor coaches or

	supervisors to drop into sessions, observing tutors and potentially modeling lesson delivery. This type of supervision will be more difficult but still useful in in-person settings where recording sessions is infeasible.
	Tutor Training: If the delivery mode is virtual or blended, the program will need to train tutors on how to use the virtual platform and/or software.
	Data Use: If the delivery model is blended, the program should share the software's data with tutors so that in-person sessions can truly be customized to target each student's individual academic needs.
	Session Facilitation: If the delivery model is virtual, the program can provide wider access to multimedia materials to enable more engaging instruction.
	Session Content: If the delivery model is blended, the program can provide additional rigorous materials for students by using high-quality software.
	Dosage
	1-2 times per week: While tutoring can be provided 1-2 times per week, this dosage does not consistently result in increased student learning. Tutoring tends to be more effective the more frequently it takes place.
	3-5 times per week: Tutoring tends to be most effective when conducted 3-5 times per week.
	Choice: For programs where take-up is voluntary, families and/or students typically choose the dosage.
	Guidance when considering Dosage
	Target (Grade Level & Content Area): Programs should consider both these elements when deciding dosage. Research indicates that a dosage of 30-60 minutes 3-5 times a week has the most impact, but if the target grade level is elementary school or below, these younger students may benefit from shorter but more frequent sessions (e.g.. 20 minutes, 5 times a week).
	Delivery Mode: To maintain tutoring dosage consistency, programs may want to consider coupling face-to-face tutoring with a blended learning experience using high-quality software.
	Session Content: Any dosage decision will affect the curriculum and sequencing of tutoring. If dosage is the same for all students, for example,

sessions can build on each other over time. But if students (or parents) choose different dosages, then sessions should be more self-contained.

Student-Tutor Ratio

One-on-One: Tutoring is most effective when tutors work with one student at a time. However, larger groups such as three students per tutor, have also demonstrated strong positive effects.

Small Groups (2:1 - 4:1): The small amount of research testing tutoring effectiveness when the group size varies between 2:1 and 4:1 students per tutor has not found large differences, and the number of students per tutor has large effects on the cost of the program. However, the research base is small. Smaller groups are more important when the knowledge and skills of the students differ, when the students have special needs that make it more difficult to work in groups, and, on average, when students are younger.

Guidance when considering Student-Tutor Ratio

Tutor Type: Tutor type will affect the optimal student-tutor ratio. More skilled tutors are better able to work effectively with larger group sizes while inexperienced tutors might be better with one-on-one tutoring.

Tutor Training: If tutors will work with small groups, the program may need to provide tutors with training for how to facilitate small groups and manage student behavior.

Data Use: If tutors will work with groups of students, the program will need to leverage student data to group students intentionally and set the content focus for each small group.

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:
  - o What are the foundational **skills** students need to be successful in this curriculum?
  - o What are the most important **standards** that students are learning in class?
- Adjust the tutoring scope and sequence to align with classroom curricula.
  - o What prerequisite skills might students need to engage with upcoming content? Remediate ahead of time!
  - o 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.
  - o Tutors should get feedback on materials from teachers or program staff to help ensure appropriate rigor.
  - o 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.
  - o 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.**
    - 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.**
    - 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.**
    - How have students performed on end-of-session assessment tasks related to this session's content?

- **Other Relevant Data.**
    - 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?
    - 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**:
  - o 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.
  - o Students should still get adequate time with tutors, rotating between the software and live instruction.
  - o 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**:
  - o 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?**
  - o Does the software assess student progress in real-time, not just through formal assessments?
  - o 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?
  - o Do these tools suggest instructional next steps for tutors and additional practice resources for students?
- **Will the software be engaging for students to use?**
  - o Does the software use gamification (e.g. leaderboards, experience points, unlockable achievements, etc.)?
  - o Does the software facilitate productive peer-to-peer communication and collaboration?
- **Is the design of the software grounded in research and best practices?**
  - o 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?**
  - o Can tutors select specific content for each individual student to practice?
  - o 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

Session Structure

Session Structure	
Implementation Checklist	• Sessions have a consistent structure with space for relationship-building, independent practice time, and formative assessment.
Implementation Tools	• Example Tutoring Session Structure
Key Insights	**A strong tutoring curriculum should maintain a consistent structure from session to session.** • While content will change across sessions, session design and flow should stay the same. • When session structure is routine, tutors will deliver more consistent and effective sessions. Instead of spending prep time internalizing directions and pacing, they can focus on content. • When students know what to expect, they can better internalize what is expected of them. Because each session has a consistent rhythm, students will feel safer and more engaged.

Example Tutoring Session Structure

Why establish a consistent tutoring session structure?

When students know what to expect, they can better internalize what is expected of them. If each session has a consistent rhythm, students will feel safer and more engaged, and tutors will deliver more consistent and effective sessions. Instead of spending prep time internalizing directions and pacing, they can focus on content.

Example Tutoring Session Structure

Below is an example of a structured session plan. Programs can adapt it as needed to suit their Model Design.

1. Session Opening: Relationship-Building

- Invest significant time at the outset building a strong tutor-student relationship. Students are more engaged in the work and tutors can spend less time addressing behavior issues during sessions when the tutor-student relationship is strong.
  - o Examples: Check-in about the student's day or week; have a conversation about hobbies, interests, or extra-curricular responsibilities; start with an icebreaker or age-appropriate game (if Student-Tutor Ratio is Small Groups).

2. Data Touchpoint

- Shift the conversation smoothly to a follow-up from the previous session, culminating in an "entrance ticket" that assesses the student's current mastery of a relevant skill they learned previously or a new skill they will use today.
  - o If necessary, use this time to remediate any unfinished learning that students will need today. Refer to Personalizing a Tutoring Session for more information on how to plan for remediation.

3. Framing & Objective

- Introduce the session's topic or focus. (Optional: give students a preview of the specific work they will do today.)
- Activate relevant prior knowledge with leading questions that guide students to make connections to today's topic.
- Clearly state today's learning objective aloud and keep a written version on display in an accessible location throughout the session.

4. Mini Lesson & Explicit Model

- Explicitly model the step-by-step process that students will use to reach the session's learning goal:

- o Model examples: List out steps in applying a formula, use a written exemplar to demonstrate how to write or analyze a particular type of text, or articulate a thinking process through a series of questions.
- Use these criteria to evaluate the model's effectiveness:
    - o Was my model clear and concise?
    - o Was my model aligned with the student practice and the formative assessment?
    - o Did I make all my thinking visible?
    - o Did I place intentional emphasis on the most important step?
- If Student-Tutor Ratio is Small Groups, let students work collaboratively on a second model (guided practice).
    - o Students should participate in naming steps of the process and have ample opportunities to ask questions.

5. Purposeful Independent Practice

- Provide plenty of time for multiple "at-bats" — opportunities for students to practice the skill or concept.
- Practice should be as independent as possible. If students get stuck, ask guiding questions; don't provide answers.

6. Formative Assessment

- Let students demonstrate their progress towards mastery of the skill or content. Did they reach the learning goal?
- Formative Assessments should be short and should ask students to do only what was modeled and practiced.
    - o An exit ticket is often used as a formative assessment at the end of a tutoring session.

Session Facilitation

Session Facilitation	
Implementation Checklist	- Tutors reinforce the academic language and procedures of the classroom and hold students accountable for doing the same. - Tutors appropriately use open-ended questioning to ensure students are articulating their understanding of the content. - Tutors facilitate content clearly, correctly, and at an appropriate pace. - Students engage with content using a variety of learning tools that promote productive struggle given their unique needs. - Students experience multiple representations of new knowledge and repeated opportunities to apply new skills in order to solidify learning. - If Delivery Mode is Virtual: Tutors use a digital whiteboard to support session facilitation and share content with students. - If Delivery Mode is Virtual or Blended: During virtual sessions, student access is restricted to required applications as much as possible in order to reduce distractions. - If Student-Tutor Ratio is Small Groups: Tutors use student groups to promote dialogue and collaboration amongst pairs. - If Student-Tutor Ratio is Small Groups: Tutors are trained to effectively facilitate student behavior management as needed.
Implementation Tools	- Facilitation Moves Checklist: One-on-One Tutoring - Effective Facilitation Guidelines: Small Group Tutoring - Choosing and Using Virtual Tutoring Platforms
Key Insights	**Effective session facilitation elevates student voice over tutor voice.** - Tutors should ask open-ended questions and encourage student-led discussions to encourage and empower students to process ideas and solve problems independently. - Prioritizing student voices isn't just about making students feel empowered. It's also a crucial strategy for making students' thinking visible to tutors. This real-time qualitative data about students' internalization of the session content helps make sure that tutors can catch student misconceptions and keep students on track to meet their goals by the end of each session.

Facilitating sessions that are effective for all learners requires thoughtful preparation.

- A well-prepared tutor can ensure that any learner can learn session content and materials. For example, a tutor might share multiple representations of content, supplying a variety of media and supplemental materials, or providing accessible technology.
- To help all students reliably access session content, tutors should consider offering an alternative option for each student task (such as a choice to share answers aloud or write them down for the tutor to check).
- Tutors should look for opportunities to weave in tips about meta-academic executive functioning skills like planning, note-taking, and prioritizing.

Model-Specific: If your Student-Tutor Ratio is Small Groups, set clear norms for discussions.

- Student-led discussions about open-ended questions are powerful tools for engaging intellectual curiosity and elevating student voices. However, for these discussions to be equitable, respectful, and productive, tutors need to establish ground rules beforehand.
- All students should feel comfortable expressing themselves, have concrete guidance for how to respond to peers with different viewpoints, and generally agree on group behavior norms.

Model Specific [virtual]: Benefits of virtual learning

- Virtual tutoring allows tutors to instruct students regardless of physical location.
- Virtual tutoring can scale up much more easily than in-person tutoring, access a much wider pool of qualified tutors, and deliver services to students across a wider geographic range.
- Sessions can be observed in real-time and recorded for reference, giving supervisors and parents greater insight into tutor and student behavior than they would otherwise have.
- Virtual tutoring can democratize access to individualized learning, providing private and personalized instruction to students who cannot get it elsewhere.

Facilitation Moves Checklist: One-on-One Tutoring

Why does facilitation matter?

Facilitation is what keeps a student engaged and on-task throughout a tutoring session. Effective facilitation requires thorough planning: not just around what concepts and skills to work on, but also around the routines, directions, and logistics of the tutoring session itself. Time the tutor spends thinking these things through ahead of time maximizes the time the student spends actually learning during the session, rather than getting situated or resolving confusions.

Pre-Session: Preparation

Prior to a session, tutors should...

- Set a clear goal for the session based on data and informed by teacher, parent, or student input.
- Write out their main talking points for explaining concepts and plans for addressing misconceptions.
- Ensure all necessary materials (examples, practice worksheets, templates, digital resources, etc.) are ready to go.
- If tutoring virtually, ensure all materials are open in the tutor's browser and ready to be shared before the session begins.

During Session: Facilitation

Tutor sets and maintains a culture of high expectations for students.

- **Activity Directions**
    - o Tutor gives simple, concise, step-by-step directions.
    - o Tutor breaks activity directions down into "chunks" whenever they exceed 3-4 steps.
    - o Visual directions (i.e. written on whiteboard, worksheet, or screen-share) accompany verbal directions.
- **Behavioral Expectations**
    - o Tutor makes expectations clear when giving direction. Tutor appropriately sets and enforces expectations to create a culture of productive struggle so the student knows what to do if they get stuck or can't get started.
        - ▪ For example, before digging into the content of a session, a tutor may say something like, "For the next 10 minutes we are going to work through this set of problems. I'm going to walk you through the first example then I'm going to have you work with a study buddy to complete the second example. If you feel stuck, try to work it out with each other before I give you some help. We're only going to focus on these problems for the next 10 minutes. Sound good?"
    - o Tutor has considered what they want the activity to look like or sound like when designing expectations.
- **Academic Expectations**
    - o Tutor shares the session learning objective, rationale, and regular updates on progress to goal with the student.

- o Tutor appropriately supports the student during productive struggle with the least invasive method of support.
- o Tutor cultivates a growth mindset throughout the session by praising effort and connecting it to growth.

Tutor uses precise academic language in their delivery and hold students responsible for doing the same.

- All key conceptual and procedural ideas are discussed in specific academic language throughout the session.
- Tutor limits talking points to the most essential ideas needed to be conveyed.
- Tutor demonstrates all procedural steps necessary to perform a skill through an Explicit Model, making the critical thinking and question asking alongside the steps visible to students.
- Tutor reinforces high expectations for all student responses (e.g. use academic vocabulary) and engagement with the content (e.g. cite specific examples from the text and explain their relevance to a claim).

Tutor uses open-ended questions to ensure students are articulating their own understanding of the content.

- Open-ended questions provide visibility into the student's thinking. Using open-ended questions also sets tutors up to give students the most air time. While students are sharing, tutors should actively listen for signs of misconceptions and understanding. Examples of open-ended questions include:
  - o "I'm curious about your thinking and your process. Can you tell me what you did here?"
  - o "This is interesting; what was the thinking behind this strategy or step?"
  - o "What questions (or steps or parts) were most tricky or challenging? Why is that?"
  - o "I see you answered these two similar questions a little differently. What's your thinking on that?"
  - o "I think there might be a mistake in this response. Can you tell me where you think it is? Why is that?"

Tutor addresses student misconceptions and leverages them for instruction.

- Tutor proactively addresses common misconceptions (based on student mastery data) during the session.
- When an unexpected or uncommon misconception arises, tutor helps the student understand and correct it.

Effective Facilitation Guidelines: Small Group Tutoring

Why does small-group facilitation matter?

If your Student-Tutor Ratio is Small Groups instead of one-to-one, your tutors will need skills to establish group norms and manage behavior during sessions. In addition to the facilitation moves listed in the Facilitation Moves Checklist, small-group facilitation requires additional planning and tools to foster a positive, productive learning environment for a group.

Understanding Group Members

Each group will require a different level and type of facilitation depending on its members. With each new group, understanding each member will inform how you approach establishing group norms and re-engagement strategies.

Consider the following:

- **Students' Personalities.**
  - Who are the extroverted or assertive "natural talkers" in this group?
    - How will we encourage them to make space for others and learn to listen actively to their peers?
  - Who are the introverted or passive "natural listeners" in this group?
    - How will we encourage them to take space proactively and advocate for themselves as learners?
- **Students' Maturity Levels.**
  - How old is each student in this group?
  - How developmentally mature are they?
  - Would some groups act less maturely than their constituent students alone? What about more maturely?

STEP 1: Establish Group Norms

Students can't follow the rules if there are no clear rules, or if they don't understand what those rules are. Setting norms is an opportunity to establish high expectations and cultivate an environment where students want to spend time and learn. Tutors should seek to establish two types of norms from the start: **Session Culture Norms** (the ground rules for learning together in a group) and **Group Discussion Norms** (the standards for successful, productive academic discussions).

STEP 2: Apply Behavior Re-Engagement Strategies

Norms are meaningless if they are not enforced. Behavior re-engagement strategies help tutors influence student behavior so students uphold group norms, make responsible choices, and maintain a productive learning environment for the group. Students won't respond well to redirection from someone they do not respect, so for your tutors' behavior re-engagement strategies to work, they must be grounded in strong student-tutor relationships built on trust and focused on learning. Behavior re-engagement isn't

just about tutors' tactics in the moment, but a cohesive strategy founded in pedagogical philosophy and the mindsets tutors hold. Tutors should consider student behavior before, during, and after sessions.

Session Culture Norms

Crafting Session Culture Norms

- Design culture norms to embody values that foster a safe and productive learning environment for all students.
- Establish norms right away, during the first session or two. Otherwise, implicit norms will emerge on their own.

- Write up some core culture norms beforehand, then invite the group to discuss and add any they think are missing.
- Norms should focus on what culture should look like (with examples), instead of what it should not look like.
- Considerations for developing culture norms:
    o What values do I believe should be represented and prioritized in my learning environment?
    o What statements of fact do I always want to be true of my learning environment?
    o What would respectful, inclusive, safe interactions between students look like and sound like?
    o What rules and standards do I need in order to uphold these values and encourage these interactions?

Example Norms

Be Responsible to Yourself	Be Responsible to Each Other	Be Responsible to our Collective Time
- Ask for help when you need it. - Communicate how your tutor or peers can help you succeed. - Let your tutor know if someone said something that hurt you.	- Use kind and respectful language with one another and with tutors. - Listen actively while others speak, and let them finish before sharing. - Respect diverse ideas or opinions - Acknowledge each other as people with complex ideas & perspectives.	- Be on time. - Come prepared with all necessary materials.

Applying Session Culture Norms

- Display culture norms prominently during sessions, and pause to refer to them when redirecting student behavior.

- Explain redirections in terms of the norms, and give affirmative directions on how to act in accordance with them.
- Return to revisit and revise culture norms whenever the group needs a reset or a challenging session demands it.

Group Discussion Norms

Crafting Group Discussion Norms

- Design group discussion norms that foster a safe and equitable discussion environment for all students.
- Establish group discussion norms right away, the first time the group engages in discussion.

- Write up group discussion norms beforehand, then invite the group to discuss and add any they think are missing.
- Norms should focus on what discussion should look like (with examples), instead of what it should not look like.
- Considerations for developing discussion norms:
  - How should students share? What does a quality contribution sound like?
  - How should students indicate they want to share something?
  - How should students respond to ideas so that it is safe to share?
  - What should students do while their peers are sharing?
  - What other actions or behaviors result in a quality discussion?

Example Norms

- When one person is speaking, everyone else in the group is listening silently and actively.
- To indicate that you would like to speak next, raise your hand silently and wait to be called on.
- When someone shares, the next speaker must respond to their idea, using phrases like "I agree with X statement because..." or "I disagree with X statement because..." or "I have a question about X statement because...."

Applying Group Discussion Norms

- Revisit group discussion norms before every group discussion, and display them prominently during discussion.
- Explain redirections in terms of the norms, and give affirmative directions on how to act in accordance with them.
- Return to revisit and revise discussion norms whenever a challenging topic or a combative discussion demands it.
- Tutors should facilitate group discussions, not participate. Use the strategies below to keep conversation going:
  - **Wait time**: Practice being comfortable with silence. Let the group remain silent for a prolonged period of time to encourage student participation before jumping in and asking a question or contributing an idea.

- o **Everybody speaks**: If conversation stalls, ask an open-ended question and have every student answer in turn to get the conversation flowing again. Students may need time to think or write before answering.
- o **Prioritize speakers**: Monitor who is contributing more or dominating the conversation. When there is a lull in conversation, ask a question and then give preference to students who have not had the opportunity to contribute yet. Use wait time to signal that every person's contribution is important.
- o **Consider charting responses** on a whiteboard or screen-shared presentation slide. When there is a lull in the conversation, highlight comments or questions from earlier that no one has responded to yet.

Behavior Re-Engagement Strategies

Behavior re-engagement isn't just the tactics tutors use to keep students on-task during session. It also includes proactive planning and preparation before each session, foundational principles for facilitation during each session, and follow-up after a session to address any behavior issues, promote future learning, and maintain a strong student-tutor relationship.

Before Session

Tutors should use this checklist to make sure they have laid the groundwork for re-engagement to be effective.

- Have I planned clear directions and expectations for every activity?
- Have I planned activities for the full duration of the session, including extension activities if students finish early?
- Have I planned engaging, relevant, and inclusive activities and materials?
- Have I invested time and thought into learning about my students and developing relationships with them?
- Have I established clear norms for appropriate behavior during sessions with all my students?

Choosing and Using Virtual Tutoring Platforms

What is a Virtual Tutoring Platform?

A virtual tutoring platform is an online conferencing system that facilitates virtual tutoring. This can include commonly known video conferencing software such as Zoom or Microsoft Teams as well as video conferencing software specifically designed for online learning such as BigBlueButton and GoBoard. Additionally, some tutoring programs specifically designed for online tutoring, such as AirTutors, have custom-built virtual tutoring platforms. This document should help you when selecting and using a tutoring platform.

Why use a Virtual Tutoring Platform?

Virtual tutoring allows tutors to help students regardless of physical location. When meeting in the same physical location is not feasible, virtual tutoring can provide some of the same educational benefits in a safe and potentially cost-effective way. Even when in-person tutoring is feasible, virtual tutoring offers some advantages. Largely unconstrained by the limitations of physical infrastructure, virtual tutoring can scale up more easily than in-person tutoring, access a wider pool of qualified tutors, and deliver services to students across a wider geographic range. Sessions can be observed in real-time and recorded for reference, giving supervisors and parents greater insight into tutor and student behavior during sessions than they would otherwise have. Virtual tutoring can democratize access to individualized learning, providing private and personalized instruction to students who cannot get it elsewhere.

What common problems should I consider?

While virtual tutoring is sometimes the best or only option available, programs must be aware of some common problems. In particular, students may not attend or otherwise engage in virtual tutoring as well as they would in in-person tutoring.

- **Accountability**. Students' families may need to play a bigger role in ensuring attendance and resolving tech issues.
- **Connection**. While students may already be accustomed to building deep and meaningful relationships mediated by technology, it can still be harder for tutors to cultivate a rapport with students online than in-person.
- **Time Crunch**. Virtual conversations take longer due to accumulated lag. Plan short sessions with few transitions!

How do I choose a virtual tutoring platform for my program?

Platform Capabilities: What core capabilities does your platform need to have? How will students access sessions?

- **Live video conferencing**. Can the platform connect students and tutors over live video chat with camera and mic?

- **Live text chat with direct messaging**. Can students without camera or mic access still participate in sessions?
- **Collaborative digital whiteboard**. Can students and tutors work in the same shared space to visualize content?
- **Two-way screen-sharing**. Can tutors broadcast their screens to students? Can students do the same if allowed to?
- **Real-time document collaboration**. Can students share documents with tutors and get feedback as they work?
- **Recording**. Can the platform record live sessions and store backup recordings for supervisors and parents?
- **Asynchronous delivery**. Can students access session recordings or transcripts afterwards for review?
- **Accessibility**. Can session recordings include closed captions? Can students dial in to sessions from a phone?
- **Role-Based Access Controls**. Can the platform restrict who has access to what? Can it keep sessions secure and private? Can it prevent students from accessing tutors' backend data? Can it provide tutors with moderation tools so that they control how students are able engage in the session?

Platform Considerations: How can I choose the best platform from among the fully-functional options?

- **How much specialized training will tutors and students need to use all the platform's useful features?**
- **Is the software's interface intuitive for both students and tutors to navigate?**
    - Is the software accessible for all students, according to UDL and web accessibility guidelines?
    - 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?**
    - Don't test your software in ideal conditions on 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**.

How do I facilitate effective virtual sessions as a tutor?

Tutor Preparation

- **Use your best tech**. Ethernet, not wifi, if possible. Bright, diffuse lighting. A separate microphone and webcam, if possible.
- **Know your platform**. Spend time testing out its features and foibles, and be prepared to assist students with it.
- **Be engaging**. Look directly at the camera. Set up a background environment that is interesting, not distracting.
- **Get there early and stay on-task**. Load up all your materials ahead of time, and close all unrelated programs.
- **Keep the time**. Set up a visible timer for yourself to check the time remaining and stay on pace during sessions.

Student Preparation

- **Get to square one**. Provide students extremely detailed instructions for how to set up an account, log in, and start.
- **Stick to a schedule**. Communicate with students and families ahead of time exactly when sessions will take place.
- **Set norms early**. Make it clear to students how they should engage during sessions, with you and with their peers.
- **Keep interfaces consistent**. Make it easy for students to find everything they need in the same place every time.
- **Show, don't tell**. Share your screen to demonstrate various features, such as how to access asynchronous content.
- **Step by step**. Explicitly model each step in a new process for students, whether using new software or new skills.

Presenting Content

- **Practice makes perfect**. Rehearse sessions beforehand. Watch your recordings to find what to change next time.
- **Create structure**. Create and display an agenda for the session so students know where they are in the process.
- **Outline your gameplan**. Don't just read from a script, but do write up clear and coherently structured key points.
- **Make your thinking visible**. Show your own work visually, whether it's calculations or margin notes on a text.
- **Mix up the medium**. Include multimedia like images and video in your sessions to make them more memorable. Make sure to include multiple means of representation and accessibility supports (e.g. subtitles for videos).
- **Present multimedia yourself**. Broadcast multimedia via screen-sharing, rather than redirecting students to other sites. This is more taxing on your own device, but less so on your students', and it reduces friction and distraction.
- **Provide additional resources**. At the end of a session, share links to websites or videos that illustrate, explain, or elaborate on concepts and help the student become more familiar with the material and understand it more clearly.

Interactive Learning

- **Wait for it**. There is a delay between speaking and being heard. Give students extra time to hear you and respond.
- **Student voices first**. Prioritize students' voices in your sessions. Ask clear and concise questions; let students take their time giving thoughtful answers. Ask follow-up questions rather than restating their ideas in your own words.
- **Multiple methods**. Give students several different ways to interact with you and with the session content. Let them share aloud with camera and mic, type in the chat, write or draw on the digital whiteboard, share screen, etc.
- **Check for understanding**. After modeling a new concept, ask quick questions designed to catch misconceptions.
- **Don't just talk**. Students should always be able to apply the ideas from discussions right away to practice tasks. This helps cement new knowledge in students' minds while making sessions more stimulating and engaging.
- **Watch them work**. Via screen-sharing or a shared document, monitor independent work to keep students on-task.
- **Give specific feedback**. Instead of vague exhortations ("Pay closer attention!") or banal praise ("Good effort!"), give students feedback they can use to improve immediately and measurably. ("Make sure to carry the 1 there.")
- **Make progress visible**. Give quick closing assessments and record results to show students their own progress.
- **Purposeful pairing**. If you are tutoring small groups, give students opportunities to work in pairs — and use data to pick purposeful pairs (e.g. students with similar skill levels) depending on the particular group-work task.

Additional Resources

For more detailed information on facilitating online learning, check out these resources from Instruction Partners, originally designed for teachers working with entire online classrooms of students all at once:

Guidelines for Effective Distance Learning
Student Engagement
ELA-specific
Math-specific

Relationship Building

Relationship-Building	
Implementation Checklist	- Tutors take an asset based approach and are motivating in all interactions with students. - Tutors reinforce a growth mindset whenever students struggle or make mistakes. - If Tutor Consistency is Consistent: Tutors are matched to students using intentional and systematic methods. - If Tutor Consistency is Consistent: Tutors get to know their student using specific strategies and activities. - If Tutor Consistency is Inconsistent: The program uses centralized methods for logging and communicating student data.
Implementation Tools	- Strong, Academically Focused, Tutor-Student Relationships - Relationship-Building Activities - Mentoring Mindset Training - Mentoring Mindset Training - Facilitator's Guide - Culturally Relevant and Inclusive Tutoring - Cultivating a Growth Mindset - Matching Tutors with Students
Key Insights	**Positive student-tutor relationships are the key to successful tutoring sessions.** - When students feel supported, they are more likely to engage in learning through productive struggle, achieve greater academic growth, and display fewer behavioral problems. **Tutoring sessions should be low-stress, high-trust environments where students' engagement and accomplishment lead to an authentic enjoyment of the academic content.** - Most tutors feel comfortable in classrooms. Many students do not. In particular, students who need skill remediation may find learning environments high-stress and unsafe by default, as missing fundamental skills can make traditional classroom engagement feel punishing rather than productively challenging. Tutors should remember this and work to build student trust. - Building trust takes time and intentional effort. Program leadership and teachers need to support carving out time for tutors to cultivate

relationships with their students and work hard to make learning feel engaging. This time and effort is not wasted, but some of the highest-value work a tutor can do. Helping students see learning as a positive and productive experience is paramount to a program's success.

Tutors should take an interest in their students' lives outside the classroom and be supportive of students' culture in their sessions.

- To help make tutoring sessions a welcoming space that values and affirms all forms of difference, tutors should take the time to understand who students are and what they care about. Building this awareness will help tutors create a judgment-free space for all students.
- Tutors should help students access challenging concepts by using customized examples and content based on what students have shared about their cultures and identities.

Strong, Academically Focused, Tutor-Student Relationships

Why does building relationships with students matter?

We learn best from people who care about us. Students who feel a connection with their tutor are more likely to engage in learning, ask questions, build motivation, and achieve better academic outcomes. Strong tutor-student relationships built on a foundation of shared understanding and trust create the conditions for all students to take the risks necessary to make dramatic academic gains.

What do strong, professional tutor-student relationships look like?

Strong relationships are built on five pillars: respect, trust, confidence, motivation, and self-awareness.

Respect. Tutors are the adults in the relationship. To earn students' respect, tutors must deliver consistent and fair directions while also demonstrating they appreciate students' time and efforts

Trust. To earn students' trust, tutors must hold themselves accountable for the commitments they make to students. They must serve as a model of consistency, kindness, and respect despite how students may respond to them.

Confidence. To build students' confidence, tutors must push them to take risks, learn from mistakes, grow as thinkers and as people, and ultimately achieve results they never knew they could. For students to realize their goals, tutors must believe students can succeed and communicate their high expectations of them.

Motivation. To motivate students academically, tutors must connect with their students as individuals and clearly demonstrate the connections between the material covered in the sessions and things that matter to the students as people.

Self-Awareness. To help students cultivate self-awareness, tutors themselves must be both aware of and honest about students' strengths and weaknesses. They must help students practice holding themselves accountable to ambitious goals.

Examples of Strong vs. Weak Student Relationships

It is sometimes more helpful to know what to avoid than what to aim for, or easier to spot what isn't working than what is. This tool provides examples of how to buildstrong tutor-student relationships, but it also highlights practices that lead to weak relationships across the five pillars.

Pillar	Strong	Weak
Respect	Tutors evenhandedly enforce, and students consistently engage and follow through with, all session rules and expectations.	Tutors never (or, worse, selectively) enforce culture norms and expectations. Students rarely (if ever) engage with norms or expectations.

Trust	Tutors choose their words with care and follow through on all commitments they make.	Tutors say one thing but do another (e.g. "I'll come back to that later on," but they never do).
Confidence	Tutors express confidence in students' ability and demonstrate that confidence through action.	Regardless of whether tutors say they believe in students' ability, their actions suggest otherwise.
Motivation	Tutors relentlessly work to motivate students by making sessions seem relevant to their interests. Tutors connect classwork, homework, and assessments to students' individual goals: short-term, end-of-year, and long-term.	Tutors undermine student engagement by failing to connect tutoring sessions to student interests. Tutors undermine student motivation by failing to connect tutoring sessions to student goals.
Self-Awareness	Tutors are honest with students about their individual strengths and weaknesses. Tutors routinely share and celebrate student progress in hopeful, action-oriented ways.	Tutors are unaware of or dishonest about students' individual strengths and weaknesses. Tutors either do not share student progress at all, or do so in unproductive, even dismissive ways.

Evaluating Student-Tutor Relationships:

This list of the student beliefs that reflect specific qualities of strong tutor-student relationships can be used to create student surveys (i.e. Yes/No or along a Strongly Agree/Disagree spectrum) to capture and quantify students' experiences.

Respect

- "How much do you respect your tutor?"
    - Not at all/A little bit/Somewhat/Quite a bit/A tremendous amount
- "How respectful is your tutor towards you?"
    - Not at all/A little bit/Somewhat/Quite/Extremely

Trust

- "How supportive is your tutor?."
    - Not at all/A little bit/Somewhat/Quite/Extremely
- "How often do you feel judged by your tutor?"
    - Never/Once in a while/Sometimes/Frequently/Almost all the time (Reverse scored)
- "How much do you trust your tutor?"
    - Not at all/A little bit/Somewhat/Quite a bit/A tremendous amount
- "How often does your tutor follow through on what they say they will do?"
    - Never/Once in a while/Sometimes/Frequently/Almost all the time

Confidence

- "When you feel like giving up on a difficult task, how likely is it your tutor will make you keep trying?"
  - o   Not at all/A little bit/Somewhat/Quite/Extremely
- "Overall, how high are your tutor's expectations of you?"
  - o   Not high at all/Slightly high/Somewhat high/Quite high/Extremely high

Motivation

- "How much does your tutor motivate you?"
  - o   Not at all/A little bit/Somewhat/Quite a bit/A tremendous amount
- "How often does your tutor make real-world connections to what you are learning?"
  - o   Almost never/Once in a while/Sometimes/Often/Almost all the time

Self-Awareness

- "To what extent does your tutor help you recognize your strengths?"
  - o   Not at all/A little bit/Somewhat/Quite a bit/A tremendous amount
- "To what extent does your tutor help you overcome your struggles?"
  - o   Not at all/A little bit/Somewhat/Quite a bit/A tremendous amount

Relationship-Building Activities

Why incorporate routine relationship-building activities into tutoring?

Strong relationships are fundamental to students' success with tutoring. The more students feel safe, supported, and that they have a personal connection with their tutor, the more impactful the sessions will be. At the outset, relationship-building activities help tutors get to know their students and create a safe, positive learning environment. Building them into routine tutoring sessions helps tutors keep their knowledge of students alive and current.

Creating a Safe, Positive Learning Environment

Social activities like talking, sharing, laughing, and listening help us bond with others. These bonds create a feeling of safety in a relationship. When students feel connected with their tutor, they are more likely to participate, ask questions, and attempt new skills.

- Praise effort, not outcomes.
  - **For example**: "When you complete all the practice problems, I noticed you got a 100% on your exit ticket. All that practice you did really helped you master new skills — great work!"
- Model the behaviors and social skills you want to see from your students.
  - Explain the behaviors you are modeling; if you are feeling frustrated, tell students how you are feeling in a productive way as a model for them when they encounter frustrations in their own work.
  - **For example**: "I want to be honest with you right now. I'm feeling a little bit frustrated because I asked the group to work on these questions independently but I'm hearing a lot of chatter. Maybe I wasn't clear, so I'm going to ask that we pause so I can explain these directions again. Feel free to let me know if you have questions about what we're doing when I'm finished explaining."
- Remain calm and de-escalate when students emotionally overreact.
  - Provide the space and time needed for students to settle down.
  - Set an example for students; demonstrate in your own actions how they can productively express themselves.
  - Build trust that you value and care about them no matter what, and overreactions will decrease over time.
  - **For example**: "I'm getting the sense that you're feeling overwhelmed right now. Why don't you take a few minutes to grab a drink and then maybe we can talk about how you're feeling."

Keeping Knowledge of Students Alive and Current

By continuing to ask students about their lives and interests, tutors can make relevant connections in content planning.

- Devote the beginning of every tutoring session to relationship-building games, icebreakers, and check-ins. These do not have to be more than a couple of minutes, but make it clear you are invested in getting to know each student as an individual.

- Use knowledge of student interests to individualize instruction by connecting their interests to new material.
- Ask students to share what they know about a topic to build confidence and explore new concepts.

Example Relationship-Building Activities

"Getting to Know You" Conversation Question Bank[1]

Tutors can use the list of sample questions below to guide their own questions during one-on-one chats with students.

> To address **equity and safety concerns**, tutors should be cognizant of students' lived experience. Consider what you are asking students to share with a new group or adult and how that might make them feel. For example, being asked to share where your family is from may be difficult for migrants or those whose legal status isn't clear. People have different levels of comfort with sharing information and tutors should use their fist sessions to gauge students' comfort and should **avoid requiring** students to share personal information.

- **Students' Social Lives**
  - What do you do for fun outside of school?
  - What are your favorite things to do with friends?
  - Do you prefer working together, or competing?
  - When you and your friends are chatting, what languages do you speak together?
  - What do you think you're best at?
  - Are you part of any teams, clubs, or groups?
  - What hobbies are you most interested in?
  - What do you spend a lot of time thinking about?
  - Who do you look up to and ask for advice?

- **Students' Family Lives**
  - Can you tell me a little bit about your family?
  - What kinds of responsibilities do you have to your family?
  - What kinds of activities do you and your family do together?
  - What do your folks want you to be when you grow up?
  - What do your folks think is important to know and be able to do?
  - What do your folks do for work?
  - What was school like for your folks when they were growing up?
  - Did your folks grow up here? If not, where did they grow up, and when did they move here?
  - Did you and your family move recently? Where did you live before here?
  - What languages do you and your family speak at home?

- **Language & Literacy**
  - What language do your folks use to text you? What about for texting with extended family?
  - Do you have books, newspapers, magazines, or religious texts at home? Who usually reads them?
  - Does anyone in your family write lists for organizing and remembering things?

- **Math & Science**

- o   Do you deal with money day-to-day? What are some situations where you do math with money?
- o   Does anyone in your family build or repair things? How did they learn those skills?
- o   Does anyone in your family do sewing or cooking that requires measuring things with precision?

- **Art & Culture**
    - o   Do you (or another family member) play a musical instrument? What instrument?
    - o   What are your favorite musical artists and genres?
    - o   What genres of music do you hear a lot around your community?
    - o   Do you have any favorite local artists (any kind, not just music)? What kind of art do they make?
    - o   What interesting places have you visited around the city?

"Who Am I?" Activity

This activity is one example of a creative way for students to define and represent aspects of themselves through presentations, drawings, poems, etc.

- Tutors can use an activity like this during one of their first sessions with students. Tutors should be encouraged to complete the activity as well.
- See example template
    - o   Be mindful of what you are expecting students to share. Consider suggesting a norm where students may opt out of sharing personal information, or may choose amongst several options.

WHO I AM

Full Name

My ethnicity/race/culture

My hobbies/extra-curricular activities

Graduating Class

Birthday

My Family

Self-Portrait

An accomplishment I am proud of

Person I look up to

Places I Have Lived

Pets

Food

FAVORITE

Music/Radio Station

TV Show

I have never:

Where I spend my free time

Most memorable recent event

Book/Magazine

Class/Subject

Qualities of a good math teacher

Sport/Team

Movie

Favorite childhood memory

Color

[1] Adapted and updated from: Villegas, A. M., & Lucas, T. (2002). Educating culturally responsive teachers: A coherent approach. Albany: State University of New York Press.

Mentoring Mindset Training

Click here to view or download Mentoring Mindset Training (PDF).

Mentoring Mindset Training - Facilitator's Guide

Click here to view or download the Facilitator's Guide to Mentoring Mindset Training (PDF).

Culturally Relevant and Inclusive Tutoring Sessions

Why make learning culturally relevant?

When students can make connections between what they learn in tutoring and their culture, language, or life experiences, they can better access key ideas, develop higher-level understanding, and see the value of their learning in their daily lives.

Why make learning culturally inclusive?

Educational environments that are not culturally inclusive erase or devalue students' cultures and experiences, implicitly teaching students to see the entire education system as an oppressive adversary and not a supportive ally. This undermines students' investment in their own education and, by extension, in their own learning. Not only is this tragic for individual students, it also yields outcomes that perpetuate socioeconomic inequities and reinforce systems of oppression. Cultural inclusivity, therefore, is neither optional nor an ad-on: it is foundational to effective tutoring.

Checklist for creating a culturally relevant and inclusive tutoring session:

Culturally relevant and inclusive instruction requires an ongoing commitment to revisiting and reworking instructional practices and involves educators at all levels regularly evaluating their own biases. This checklist is by no means exhaustive, but it is a helpful starting point for tutors to reflect on how seemingly small choices in their own instructional practices can have an outsize impact on students' lived experiences of tutoring sessions.

Get to know each student individually on a personal level

- Pronounce students' names correctly. Ask them to introduce themselves first, before saying their names yourself. Listen carefully, practice saying their names exactly as they do, and check with the student one-on-one if unsure. Consider creating a system for learning names and what to do when someone gets a name wrong.
    - One example is for students and tutors alike to share their name every time they say something out loud. The group can select a signal if someone uses the incorrect name.
    - An icebreaker activity that reinforces getting to know names is to "share the history of your name" where students and tutors can, if comfortable, share the meaning or story behind their name. Depending on the age of the student, it may be helpful to preview that the icebreaker will be happening in the upcoming session.
- Encourage students to share about their culture, their neighborhood, other important influences in their lives, etc. Engage with their responses and ask follow-up questions. Show that you care.
    - What is happening in your students' lives?
        - What are they interested in?
        - What do they do outside of school?
        - What goals do they have?
        - What are their talents and skills?
    - Who are the important people in their lives?
        - Who makes up their family?

- Who are their closest friends?
- Who has influenced their thinking?
- Whom do they admire/look up to?
  - o Refer to Relationship Building Activities for additional guidance

Foster a supportive tutoring session environment

- Weave in consistent, authentic messages of affirmation for each student as an individual during your sessions.
- In session materials, include diverse ethnicities, languages, abilities, identities and socioeconomic experiences. Eliminate materials that reinforce stereotypes or exacerbate insulting depictions of diverse communities.
- Understood.org includes a robust set of resources for supporting students with learning and thinking differences and for Culturally Responsive Teaching.

Adapt your curriculum

- Keep expectations high, and students will rise to meet them: look for ways to make your sessions more rigorous.
- Cultivate a growth mindset: normalize (even celebrate!) mistakes as part of the process, then show how to learn from them.
  - o This includes your mistakes! Never try to hide them, and praise and reward students for catching them.
- Look for opportunities to incorporate relevant cultural references into models, practice tasks, and assessments.
  - o Physics problems may be more engaging when the frictionless masses are X-Wing starfighters in space, and the importance of punctuating appositives may be clearer if the model is "My dearest, Angelica." But don't simply draw on what's broadly popular: use niche references that your students will appreciate.

Cultivate your own understanding of cultural relevance

- Share about your own personal culture, experiences, and influences to model and normalize this for your students.
- Reflect on your own perspectives on culture, family, and community. How do these ideas shape your instruction?
- Interrogate your own assumptions and biases. How and why might these implicit ideas emerge in your actions? How could you consciously correct yourself when this happens and build intentional habits for acting differently?

Cultivating a Growth Mindset

What is a Growth Mindset?

A Growth Mindset is the understanding that your skills and intelligence can be developed and improved through practice. This is in contrast to a Fixed Mindset, which is the belief that your qualities are fixed, innate, and cannot be improved. These concepts were originally codified by Stanford University psychologist Carol Dweck in her book Mindset.

Why focus on cultivating a Growth Mindset?

Students put in more effort when they believe effort yields results. But if students do not believe they can improve through practice, they will see no point to tutoring. At best, sessions will seem fun but ultimately unproductive; at worst, sessions will feel like an arbitrary punishment and a waste of time. So helping students cultivate a Growth Mindset is critical for building a sense of investment in their work — and, ultimately, for supporting them to achieve greater academic success.

Growth Mindset Focus Areas

These three qualities are key components of a Growth Mindset that tutors should focus on helping their students cultivate.

Confidence *"I can reach my goals."*	Motivation *"I want to reach my goals."*	Self-Awareness *"I know how to reach my goals."*
Students may lack the confidence they need to tackle rigorous academic content. You can build confidence during sessions by showing that: 1) Improvement is possible. 2) Hard work leads to improvement. 3) Both hard work and improvement will be recognized and rewarded.	Students may feel that their work during tutoring is irrelevant to them as people. You can boost motivation through two primary strategies: 1) Get to know students' personal and academic ambitions individually. 2) Consistently make connections to how reaching goals leads to achieving personal and academic ambitions.	Students may know that they need to work hard to reach their goals, but not know where to start. You can provide clarity through regular goal-setting conferences to discuss: 1) What students' specific goals are. 2) How much work they will require. 3) What specific steps students must take to work towards reaching them.

How do you cultivate a Growth Mindset?

Relationships, goals, and growth mindset discussions matter little if students don't feel successful. The biggest driver to building student confidence, motivation, and self-awareness is helping them feel successful and connecting that success to effort. When students see that success comes from hard work they increase their confidence, they boost their motivation to be successful again, and they often increase their effort. It's a self-fulfilling upward spiral. Tutors must help students experience success as much as possible, highlight that success, and show how that success is a result of concerted effort.

What does success mean through a Growth Mindset lens?

- Increased Effort: Revising work based on feedback, increasing attendance, taking a risk, asking more questions.
- Academic Growth: Improving (even slightly) on assessment scores, practice accuracy, or a chosen rubric strand.
- Academic Mastery: Reaching a learning goal and demonstrating it through practice, projects, or assessments.

Strategies for Cultivating a Growth Mindset During Tutoring

Create Chances for Success

Early in the program, when your students are just beginning to develop their confidence, motivation, and self-awareness, students may not show many signs of increased effort or many signs of growth and mastery. In these cases, you will have to engineer or create opportunities for success. You will have to set students up to experience success. This might mean starting tutoring with a few problems you know a student did right, asking a student a question that you saw they wrote down the right answer to, or coaching them on a particular skill then praising increased results immediately afterwards.

Acknowledge Effort and Praise Growth

Be on the lookout for signs of increased effort and growth. When tutors can "catch" students doing well and reinforce that, they help students build confidence that they can succeed, motivation to earn further praise, and self-awareness of how to do so. All students should receive some form of praise and acknowledgement during each session. Students who struggle most with confidence should receive acknowledgement of effort and praise for growth multiple times during each session.

Choose Your Words Intentionally

Frequently acknowledging effort or praising growth and mastery are not enough. The specific language tutors use when acknowledging effort and praising students impacts how those students will receive and interpret the message. Showing students how their effort leads to growth is more important than praising effort alone. Consider the examples below:

You might reinforce a Fixed Mindset by saying…	Instead, cultivate a Growth Mindset by saying…
"You got an 80% on your quiz this week. See? I told you you were good at math!" *In other words, **this student was always innately good or bad at the subject area**. If this student struggles in the future, they may now think "I guess my tutor was wrong. I'm bad at math after all, and there's nothing I can do."*	"You got an 80% on the quiz this week. I'm so proud of you. See how much better you did when you asked lots of questions? I knew you could do it." *In other words, **this student's hard work led to success**. If this student struggles in the future, they may now think "I'd better ask more questions so I can improve at this."*
"Why don't you talk with your classmate about what she wrote. She got the theme, and she can explain it to you." *In other words, **you don't believe this student can be successful on their own**. The student may come to self-identify as "less than" the classmate they now rely on.*	"I'm going to come back in two minutes to see how you're doing on that question. You're really close. You just need to think more carefully about the theme in the prompt." *In other words, **you believe this student can be successful** with concerted effort and adequate time to think about it.*
"Okay. This one is wrong. You forgot to subtract from both sides. You need to watch your work more carefully." *In other words, **despite their best effort, what the student is doing just isn't good enough**. Maybe it never will be.*	"Okay. You got the first four steps of this problem correct. That was some good effort for getting that far. The last step is wrong because you forgot to subtract from both sides. Why don't you try that step again?" *In other words, **the student is already making progress**, and can continue to do so if they just **take one more step**.*
"Good job, you finished your entire practice sheet!" *In other words, **the most important result of the student's work was this filled-in piece of paper**. Student success is measured by work completion, not growth and improvement.*	"Good work! All your practice paid off. You got so much better at solving this kind of problem on the exit ticket!" *In other words, the paper was just a byproduct. **The true end result of the student's work was within the student**.*

Matching Tutors with Students

Why match tutors with students intentionally?

If your program's Tutor Consistency is Consistent, then each student's experience of tutoring sessions will be shaped by the individual personality and instructional style of their tutor. Thoughtful and intentional pairings significantly increase the odds that a student will feel engaged with their sessions and supported by their tutor. A good student-tutor match helps students build strong relationships with their tutors and find motivation to reach their learning goals.

Key Considerations for Matching Tutors with Students

- Use Accessibility Data along with tutor subject area expertise, availability, etc. to inform matching and to narrow down the tutor options you present to parents, students, etc. Match students with tutors whose instructional styles and strengths suit their learning styles and needs.
- To avoid pigeonholing students (or tutors), consider rotating through several different possible matches early on in the program to see what actually works best before settling on a consistent pairing. Initially trying out different student-tutor matches can help all decision-makers involved in the process make more informed decisions about whom to match and why.
- People change over time. Programs with a long duration (i.e. months, not weeks), should regularly gather feedback from teachers, parents, tutors, and (above all) students to assess the ongoing suitability of the match. If a match isn't working, identify why not, and consider re-matching the student with another tutor if necessary.

Strategies for Matching Tutors with Students

Use the table below to consider the benefits and drawbacks of various strategies for matching Tutors with students.

Strategy	Description
Program uses matching criteria	Programs can decide on criteria that they will use to match tutors to students. Examples might include shared identities, interests, strengths, challenges, subject area expertise, schedule, etc. Tutors and students fill out surveys based on those criteria, then the program suggests the best match. Programs may choose to use accessibility data to match students with tutors whose instructional styles and strengths suit student learning styles and needs.
Student chooses tutor	A foundational goal of tutoring is cultivating students' sense of agency and investment in their own education: giving students an opportunity to choose their tutor does just that. However, students need guidance and support from adults (e.g. parents, teachers, etc.) to help them make informed choices. Students should be coached through identifying what type of tutor may be a good fit and be able to read about tutors' backgrounds, watch introductory videos from tutors, or "shop around" by working with several

	different tutors before making their choice. It is important to be prepared for a student's sense of loss if they do not receive their first choice tutor.
Parent chooses tutor	Parents often know their children best and can be well-equipped to select a tutor who will be a good match for their student's personality and learning needs. Parents should be able to read about tutors' backgrounds, or even talk to or interview tutors, before choosing a match. A drawback of this approach can be that parents may choose a tutor that will be a best match for their strengths, personality and needs, rather than those of their child, or pick a tutor that they think will best address a perceived deficit of their child, without considering their child's strengths and similarities with the tutor. Tutoring programs in which parents choose tutors should educate parents on the criteria for a strong match, as well as encourage parents to involve their child in the process.
Teachers choose tutors	Teachers spend the most time in the classroom with their students and thus may have invaluable insight into the tutor qualities that would make for a successful match with any given student. Especially later in the school year, teachers can leverage a clear and rigorous understanding of each student's personality and academic needs to pick an informed match. Similarly to parents choosing tutors, a drawback of this approach can be that teachers may choose a tutor that will be a best match for their strengths, personality and needs, rather than that of their student, or pick a tutor that they think will best address a perceived deficit of their student, without considering the student's strengths and similarities with the tutor.
Tutors choose students	Depending on their training and experience, tutors themselves may be able to identify what students they will work best with. This decision could be based on student academic or personal needs, student age, personality, or interests. Just as students or parents would need information about potential tutors, tutors will need student data to make informed choices.

Learning Integration

Overview	
Critical Questions	- How will the program engage stakeholders to ensure tutoring aligns with classroom curricula? - How will tutors leverage stakeholders to build their understanding of student needs to tailor tutoring? - How will tutors build trust with stakeholders?
Sub Elements *(Click on the links or visit the pages on the lefthand navigation for more information.)*	Stakeholder Engagement
Model Dimension Review	See Program Design for the full Model Dimensions table or click below to see considerations specific to Learning Integration **Setting** Before implementing best practices to ensure strong Learning Integration, you need to have clarity on Setting, or where tutoring is taking place. **In-School**: Tutoring happens during separate class time (without actually replacing class). Because attendance is less of an issue, in-school programs tend to have greater impact. **Out-of-School**: Tutoring happens after school, on weekends, or during school breaks. While still delivering a positive effect, out-of school tutoring tends to have a small effect size. **Guidance when considering Setting** Factor in Setting when making other decisions about Model Dimensions within your program design. **Dosage/Duration**: The setting of the program will impact the dosage and duration of tutoring and should be taken into account when planning. Programs in-school may find it easier to offer a higher dosage as tutoring can be embedded directly within the school day. **Grade Level**: If the setting is out-of-school, the program should be mindful of the additional time commitments and obligations that older students may

have outside the official school day. While both types of settings can be employed at any grade level, out-of-school programs may be more challenging for older students to attend.

Learning Integration: If the setting is in-school, the program may find it easier to align its content with the school curriculum and ensure integration with school and teachers. If the setting is out-of-school, the program may need to consider creative ways (online communication tools, etc.) to maintain alignment.

Take-Up

How will the program be taken up by students?

Required: Students can be required by their school to receive tutoring. In this case, students tend to have tutoring sessions embedded in their school day schedule.

Voluntary: Students or parents choose to enroll or opt-out of enrolling their students. In this case, students typically receive tutoring during lunch periods or after the official school day is over.

Guidance when considering Take-Up

Dosage: If the take-up is required, the program may find it easier to maintain a higher dosage. If the take-up is voluntary and the dosage is rigorous, the program will need to determine strategies to ensure students and families can meet those expectations.

Learning Integration: Whether the take-up is required or voluntary, the program will need to consider family engagement and communication to reduce stigma and provide ongoing updates about progress.

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:
	    ○ create program schedules that ensure 1) students are not removed from core instruction and 2) program staff can join teacher team meetings
	    ○ 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:
  - Tutoring Program/Tutor communicates with school administration to ensure student attendance and share regular updates on student progress
  - Tutoring Program/Tutor engages with teachers and school leadership so that tutors develop an understanding of student needs
  - 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
  - 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
  - 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:
  - 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.
  - 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**
  - o How is the tutoring program positioned to students? What is its focus?
  - o What are your program's important Model Dimensions?
  - o 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...
  - o For students?
  - o For teachers?
  - o For the school community?
  - o For specific departments?
  - o 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?
  - o Student achievement goals
  - o Passing/College-ready rates on state exams
  - o Classroom passing rates or GPA goals
  - o Student growth metrics
  - o School/Classroom-based assessment goals
- Are there qualitative goals?
  - o Instructional priorities (e.g. tutors lead culturally-responsive sessions)
  - o Student engagement protocols (e.g. students demonstrate higher-order thinking skills during tutoring)
  - o 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!
    - o What style of communication will teachers and tutors adopt? See Teacher-Tutor Communication: Continual Updates for details.

- **Other Key Staff**
    - o 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
    - o 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**
    - How is the tutoring program positioned to students? What is its focus?

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

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

- **Roster**
    - Share the list of students who will receive tutoring
    - 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**
  - Include specific dates and times so teachers can confirm students were in tutoring when they were scheduled to attend.
- **Behavioral Notes**
  - 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?)
  - How was the student's focus/motivation? How much prompting or redirecting did they need?
  - Did the student (and tutor) follow through on any action plans from prior goal setting conferences? Why/Why not?
  - 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**
  - Highlight methods tutors should teach (and/or should not teach) during tutoring.
  - Highlight misconceptions specific students had during whole-class instruction.
  - Highlight engagement tools or strategies that did (or did not) work for specific students.
- **Student Materials**
  - Highlight specific problems or worksheets where students could benefit from further support.
  - Suggest assignments they want tutors to redo with specific students.
  - Suggest assignments they want tutors to help students get started.
- **Assessments**
  - 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**
  - 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**

- Were there any common or individual student behavioral strengths/wins?
  - How can teachers/tutors build on those strengths? Celebrate those wins?
- 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**
  - 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**
  - WHAT is the objective for each tutoring group/session?
  - HOW does this objective address the students' specific misconception or barrier to learning?
  - 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?
  - 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.
  ○ 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.
  ○ *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:
	  ○ Assessments (e.g. Baselines, Midterms, Finals, Interim Assessments, Unit Exams, etc.)

o 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). o Ensure that each student has a separate folder so that no student can access the information for any other student. o 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.*	o Weekly Roll-ups (can include completed work, accuracy of independent work, minutes spent in tutoring, etc.) o 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.
 	
    o *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.
	
	    o *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

- 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.
  - Why: *Students and families need time to process tutor comments and opportunity to ask more questions.*
  - Say: *"Can you help me understand what's going on?"*
- Come to a conclusion and decide on a next action step.
  - Thank the student and family for taking time to meet with you so that you can better support the student.
  - Come to a shared, agreed-upon action step.
  - Whenever possible, action steps should come from the student.
  - 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:
  - Student Presentations
  - Graduations or Awards Ceremonies
  - Open House Nights
  - *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.

Data Use

Overview	
Critical Questions	• What data will the program collect to measure impact? • How will these data reflect a holistic understanding of students' experiences? • What processes will be in place to review and act upon collected data? • How will these review processes promote equity and reduce bias?
Sub Elements *(Click on the links or visit the pages on the lefthand navigation for more information.)*	• Measures & Data Collection • Evaluation & Improvement
Model Dimensions Review	N/A

Measures & Data Collection

Measures & Data Collection	
Implementation Checklist	- Define measures of success in alignment with your logic model, including non-academic measures of impact. - Develop tools to collect data on the identified measures, including both quantitative and qualitative data. - Set benchmarks to monitor progress towards outcomes. - Put systems in place for collecting data that can be disaggregated by race, gender, IEP statues, home language, and other important factors to ensure equity of services. - Meet requirements and use best practices for data privacy. - If Target is NOT Universal: Combine benchmark data with other measures to identify eligible students for tutoring
Implementation Tools	- Developing a Performance Measurement Plan - Examples of Data Collection Tools - Performance Management Plan Template - Student Data Privacy Guidance
Key Insights	Develop a holistic data collection strategy that includes non-academic measures of impact. - While academic improvement is the primary purpose of a tutoring program, it is not the only goal. Programs need to collect data across multiple dimensions to ensure that they are serving all students equitably, for example, and find ways to qualitatively evaluate student experiences with tutors, not just student academic growth. - Programs should collect feedback from all stakeholders (students, families, teachers, and administrators) to understand and improve program impact at all levels. While achievement data and feedback from school partners is critical, programs should always include student voices when evaluating program impact: tutoring programs exist to serve students, after all, not parents or teachers or administrators. Set specific benchmarks with expected dates to help stay on track. - Programs should set benchmarks with expected dates for all measures — not just for student growth, but also for aspects like student/tutor/teacher/parent satisfaction. Routinely reviewing data

and comparing it to benchmarks helps programs understand where they are on-track or off-track; this is critical for establishing a data-to-action cycle of insights and iterative improvements.

Align routine assessments with session targets (and, ideally, with classroom curriculum).

- Well-aligned, routine assessments can help programs quickly identify student knowledge gaps and target upcoming sessions to meet specific student needs as they emerge.
- For formative assessments to result in more student learning, tutors need time and support to review the assessment and formulate a plan to address each student's needs.

Develop systems for visualizing data for stakeholders.

- Programs should develop in-house capability for distilling data so that information can be presented in a digestible and actionable format. Some programs may have databases and utilize software such as Tableau to visualize data, while other programs that operate at a smaller scale may find it sufficient to store data in well-designed Google spreadsheets.
- Ultimately, the method chosen for visualizing data should allow for users to sort the data and easily extract insights.
- Programs should regularly gather feedback on their data collection and visualization systems and improve upon these as part of their continuous improvement processes.

Developing a Performance Measurement Plan

What is a Performance Measurement Plan?

A Performance Management Plan outlines how to assess a program's progress towards making the desired Impact defined in its Logic Model, complete with key benchmarks to hit by specific dates. It is a reusable, consistent roadmap for finding rigorous answers to questions like "Are we on track?" or "What are we doing well?" or "How can we improve?"

Why is a Performance Measurement Plan important for a tutoring program?

A clear Performance Measurement Plan lets you make improvements in a targeted, strategic way. It allows your program to:

- Measure progress towards tutoring goals and build in opportunities for reflection.
- Make important information more accessible and digestible by gathering it all in one place.
- Avoid reinventing data collection strategies every year.
- Know exactly how to structure and populate your data collection tools (e.g. what survey questions to ask).
- Set up an integrated way for your organization to intentionally review, tweak, learn, and improve its entire tutoring program year after year.
- Make annual updates to improve upon the program's underlying Logic Model.
- Preserve information architecture and maintain implementation quality as your program expands and/or founding staff are promoted from their original roles.

What are the prerequisites for designing a good Performance Measurement Plan?

Before developing specific measures for a program, it is critical to clearly define your Logic Model, which articulates with specificity how the design of a program relates to its goals. Metrics should never exist for their own sake. Instead, every metric your program measures should shed light on whether a specific Action laid out in your Logic Model is being implemented effectively enough to actually create its intended Outputs and Impact. Make sure you check out the resources for Developing a Logic Model before going any further into this toolkit.

What are the components of a Performance Measurement Plan?

- Logic Model Element: The specific aspect of your program you're measuring; either the Short-Term Impact or the Outputs outlined in your Logic Model.
- Measures: The criteria that define success; your indicators of whether a step in your Logic Model was implemented and achieved the expected results.
- Tools: The methods you're using to capture information for analysis; your procedures for collecting the data necessary to assess progress towards measures.
- Performance Expectations: The benchmarks you want to hit by a certain date; your prediction of expected progress towards measures at each stage.

How to Develop a Performance Measurement Plan

- Start with your completed Logic Model.
  - Extract the intended Impacts (Short-Term, Intermediate, or Long-Term) that will measure End-of-Program Impact. Use these for impact measures.
  - Extract the intended Outputs that you will use to track progress and performance throughout the program. Use these for monitoring measures.
- For each element (whether it is an Impact or an Output) determine whether you want to gauge the quality of that element and/or the quantity of that element. List measures that would define success in this aspect of the program, potentially by formalizing and systematizing those that are already in use by your team.
- Delineate the tool that you will use for tracking progress and performance. See a list of types of data collection and analysis tools here.
- Note the time and/or frequency (or cadence) when you anticipate reviewing performance on each of the listed measures.
- With reference to past performance, performance of peer organizations, or cited research, set expectations for each indicator at each relevant time interval.

Checklist for Assessing a Performance Measurement Plan

- Are your measures aligned with the actual information you want to capture? Will they give you a complete overview of everything that matters to you?
- Are your measures feasible to implement? Are they efficient to collect, embedded in regular work routines, and minimally disruptive to everyday work?
- Are your measures consistent and accurate in their ability to reveal variation in the quality of your program's implementation and effect on students?
- Are there any redundant measures trying to capture the same information? Are all of them actually necessary? If not, which ones could you cut?

Example Performance Measurement Plan: End-of-Program Impact

A core function of a Performance Measurement Plan is assessing your program's impact after it ends. If your program takes place throughout the school year, its End-of-Program Impact goal will usually align with your Logic Model's Short-Term Impact goal. Below is an example portion of a Performance Measurement Plan outlining impact measures for a tutoring program serving 9th grade students (the same program featured in the example Logic Model).

Students have increases in test scores, GPA, and other academic achievements this year

Logic Model Element: Short-Term Impact Goals	End of Program Measures	Tool	Performance Expectation
Students have increases in test scores, GPA, and other academic	Growth in baseline assessment Improvement in GPA	End-of-Year Assessment	90% of students meet expected growth

achievements this year			
Students report positive experiences throughout the program	Students enjoyed attending tutoring Students feel they have done better in school because of the tutoring sessions Students report that tutoring was a welcoming space	End-of-Year Survey	Responses average 4.0 or higher on a 5-point scale
Students gain a sense of self-efficacy	Students feel confident in their ability to learn difficult content Students feel the tutoring program has equipped them with the skills necessary to be successful in any class	End-of-Year Survey	Responses average 4.0 or higher on a 5-point scale
Students, families, teachers, and schools are satisfied with the tutoring program	Student, Parent, Teacher, and Administrator Net Promoter Scores [1]	End-of-Year Survey	Net Promoter Score[1] +40
Tutors are satisfied with their experience and become Net Promoters[1]	Tutor Net Promoter Scores [1]	End-of-Year Survey	Net Promoter Score[1] +40

[1]Net Promoter Score is a measurement tool to calculate satisfaction. It is calculated based on responses to the question "*How likely is it that you would recommend our company/product/service to a friend or colleague?*" Find out more on how to calculate Net Promoter Score in this article.

Example Performance Measurement Plan: Progress Monitoring

While End-of-Program measures can illustrate effectiveness retroactively, far more important are the monitoring measures (aligned with your Logic Model's Outputs) that help your program stay on track towards its goals. Below is an example portion of a plan outlining ongoing, more frequent monitoring measures.

Program Outputs Goals	Sub-Area	Measures	Tool	Data Collection Cadence	Performance Expectation
Quality Tutor Training and Support	Pre-Service Training	Tutors report: • Training helped build the skills to be an effective tutor • Training reinforced the importance of holding students to high academic expectations • Clarity of expectations for delivering effective tutoring	Survey	After Training	Responses average 4.0 or higher on a 5-point scale
	Ongoing Support	Tutors report: • Training helped build skills to be an effective tutor • Training reinforced the importance of holding students to high academic expectations	Survey	Quarterly	Responses average 4.0 or higher on a 5-point scale
	Satisfaction	Tutors report that they would recommend this tutoring program to a qualified friend	Survey	Mid-Year End-of-Year	Net Promoter Score[2] of +40
	Coaching Implementation	Average number of coaching sessions	Coaching Records	Ongoing Average	Biweekly coaching
Quality Sessions	Strong Session Implementation	• Tutor implements the full session structure • Tutor correctly facilitates content	Rubric	Monthly	Tutor earns a 3 on rubric strand X by date Y

		• Tutor uses appropriate questioning strategies			
Daily Mastery of Content	Students master daily session objectives with this tutor	Exit Ticket	Daily	80% of students master objective
Strong Relationships	Students report trusting this tutor	Survey	Quarterly	Responses average 4.0 or higher on a 5-point scale
Attendance	Students attend this tutor's sessions regularly	Record	Weekly	90% Attendance
Teacher-Tutor Communication	Teachers report effective communication with this tutor	Survey	Quarterly	Responses average 4.0 or higher on a 5-point scale

[2]Net Promoter Score is a measurement tool to calculate satisfaction. It is calculated based on responses to the question "How likely is it that you would recommend our company/product/service to a friend or colleague? Find out more on how to calculate Net Promoter Score in this article.

Click here to download the Performance Management Plan Template.

Examples of Data Collection Tools

Which of these tools do I need?

Before selecting data collection tools, define your program's Logic Model, which articulates with specificity how the design of a program relates to its goals, and outline a Performance Measurement Plan aligned to that model. Your Measurement Plan defines how you will measure your program's success, and thus determines what data you need to collect.

Table of Contents

Listed below are examples of the types of data collection tools a program could use and guidance about when to use them. These are just examples; ultimately, your program's data collection tools should be tailored based on your Performance Measurement Plan.

Tool	Description	Implementation Considerations
Administrative Records and Checklists	Documentation of services. Typically used to record and demonstrate compliance.	• Helpful to capture data related to implementation fidelity • Will help you to understand which of the actions outlined in the Logic Model actually happened in practice and which did not
Rubrics	Granular performance measurements (e.g. tutor effectiveness or student performance) across a set of consistent standards.	• Makes standards clear, giving people a roadmap for improvement • Significant time must be invested in norming with those using the rubric to ensure consistent application across evaluations • Can be used to measure and communicate complex levels of student learning in a rigorous and less-subjective way
Surveys • Student • Parent • Teacher • Administrator • Tutor	Instruments for collecting information from individuals regarding the impact and experience of the tutoring program. Best used for measuring satisfaction or shifts in efficacy and mindsets.	• Allows you to compare subjective experiences across different people in a standardized, quantifiable, and rigorous way • Easy to administer at any scale (especially digitally)

		• Harder to ensure completion, especially if sending out to teachers, school administrators, etc. • Due to standardization, doesn't always highlight nuance • For student surveys, make sure to consider student age, vocabulary, self-awareness, and intellectual maturity when designing the survey • Systems should be set-up to capture survey responses (e.g., Google spreadsheets, a database system, etc.) so that responses can be easily disaggregated across lines of difference (race, gender, IEP status, school site, etc.) to ensure equity in experience with tutoring • Should include both progress-monitoring surveys implemented a few times throughout the program and end-of-program surveys. Monitoring surveys help programs to get a pulse check from all stakeholders and adjust course, while end-of-program surveys help programs to summarize their end-of-year impact. The cadence of surveys should be determined in the Performance Measurement Plan.
Interviews	Assessments to understand motivations and experiences	• Can allow a program to better understand nuanced perspectives • Time-consuming at scale, so will likely need to rely on a representative sample, which does not include all participants
Student Work or Session Assessments	Products or assignments completed by the student	• Provides a more robust way to understand student learning • Can be more subjective; tutors need more training for consistency • Takes significant time to evaluate

Standardized Assessments	Tools that ask the same questions to assess student mastery of the content.	• Allows tutors to compare student mastery and reach a granular understanding of student achievement with minimal manual grading • Difficult to measure complex learning via multiple-choice questions • If not using an off-the-shelf assessment, work needs to be invested in developing the tool so that it is consistent across tutors

Administrative Records and Checklists

What are administrative records and checklists for?

Administrative records typically collect information about tutoring dosage, such as session attendance per student. Checklists are more versatile, and can both be used to facilitate and to document completion of any routine task.

These tools help program supervisors keep track of what has already been done and what still needs to be completed. They are particularly helpful for collecting data on the implementation of services; this data can then be compared against your program's Logic Model and Measurement Plan to see which of your intended actions actually happened in practice. If your program achieves results you did not expect (either negative or positive), it is critical to understand why. For example, if your tutoring did not produce the intended impact, you need to know whether this was because of a fault in your Logic Model or because the model you designed wasn't what actually got implemented.

Example Checklist

This example checklist is for an in-school tutoring program to ensure a site administrator has followed all of the steps for starting the school year at a new partner school. Each item begins with a specific action verb to facilitate implementation.

Site administrator has completed the following steps by September 30:

- **Identified** tutoring space within the partner school
- **Reserved** tutoring space within the partner school
- **Developed** schedules for tutoring with school administrators
- **Provided** tutors access to school resources (email address, keys, copies)
- **Identified** the school data liaisons
- **Developed** a school culture plan with collaboration from school administration for integrating tutors into school culture
- **Obtained** all necessary signatures on partnership Memorandum of Understanding

- **Confirmed** that all students in the program have completed benchmark assessments for targeting tutoring
- **Met with** all collaborating teachers to orient them to the tutoring program
- **Developed** a schedule for regular meetings with collaboration teachers
- **Confirmed** that all parent consent forms have been signed for participating students
- **Developed** a sign-in procedure for tutoring sessions
- **Scheduled** ongoing dates for formal student assessments

Rubrics

What are rubrics for?

Rubrics in tutoring programs should typically be used for evaluating tutors' effectiveness at facilitating sessions. Some programs may also choose to use rubrics as a method for evaluating student progress as well. Making rubric scores visible to the person being evaluated, whether they are a tutor or a student, helps provide clear goals for improvement. They also hold the evaluator accountable for applying consistent standards to everyone they evaluate, reducing the threat of bias.

Example Rubric

This is an example of the kind of rubric a program might use to evaluate tutors' effectiveness at facilitating sessions.

Criteria	1) Lacking	2) Attempting	3) Foundational	4) Proficient	5) Exemplary
Tutor effectively employs tutoring facilitation strategies	The tutor does not employ tutoring facilitation strategies.	The tutor employs a variety of tutoring facilitation strategies; however, their delivery is minimally effective and/or the strategies chosen do not match the content (i.e. strategies chosen are not appropriate for the material being introduced).	The tutor employs a variety of tutoring facilitation strategies; however, their implementation is not entirely effective and/or the strategy chosen does not match the content (e.g., an analogy used is not student-friendly).	The tutor effectively employs tutoring facilitation strategies that are appropriately matched to the content.	The tutor effectively and intentionally employs tutoring facilitation strategies and thoughtfully matches the content to the strategy (e.g., there is evidence that the needs of specific students were considered).

Tutor identifies and addresses potential student misconceptions or confusions	The tutor does not address student misconceptions.	The tutor attempts to address student misconceptions; however, the misconceptions addressed are not aligned with the session learning goal.	The tutor does not fully address student misconceptions.	The tutor fully addresses student misconceptions.	The tutor fully addresses student misconceptions and uses them to promote mastery.
Tutor explains content clearly and correctly	The tutor is unclear in speech delivery and/or does not present the most important points; there are several mistakes in the content.	The tutor includes extraneous information, leading to a lack of clarity and/or there are a few mistakes in the content.	The tutor includes some extraneous information that leads to a lack of clarity and/or there is one mistake in the content.	The tutor uses economy of language in delivery and the content explained is clear and succinct.	The tutor uses economy of language; the content is clear, succinct, and explicit.

Surveys

What are surveys for?

Surveys allow you to compare subjective experiences across different people in a standardized, quantifiable, and rigorous way. The goal of a survey is to strike a balance between nuance and simplicity to ensure both usefulness and completion. Surveys can be used to quantify qualitative shifts in experiences and mindsets for all stakeholders in a tutoring program.

It should be clear to respondents whether their responses are confidential and if not, with whom their responses will be shared. Typically, progress-monitoring surveys will include the respondent's name so that tutoring program staff can follow-up with individuals to learn more about their experience, while end-of-program surveys should be anonymous as they are typically used to report out impact data.

Example Student Survey

We would appreciate your feedback on your experience working with our tutors.

Name:

School:

Please check one box per question	1	2	3	4	5
How supportive is your tutor?	Not at all supportive	A little bit supportive	Somewhat supportive	Quite supportive	Extremely supportive
How often do you understand your tutor's explanations?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often does your tutor try a different strategy if you are having trouble understanding the lesson?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often is the goal for each tutoring session clear to you?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often does your tutor make you think critically?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
To what extent do you feel that your tutor respects your culture/background?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How respectful is your tutor towards you?	Not at all respectful	A little bit respectful	Somewhat respectful	Quite respectful	Extremely respectful

How likely are you to recommend this tutoring program to another student?

Not
Very
Likely

Very
Likely

1   2   3   4   5   6   7   8   9   10

What did you like best about tutoring?
_____

What ideas do you have about how we could make tutoring better?
_____

Example Parent Survey

We would appreciate your feedback on your child's experience working with our tutors.

Student Name:

Parent Name:

School Name:

Please check one box per question	1	2	3	4	5
How effective has the tutoring been for your child?	Not at all effective	A little bit effective	Somewhat effective	Quite effective	Extremely effective
To what extent has your child improved academically as a result of tutoring?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How informed do you feel you are on the safety guidelines and policies of the tutoring program?	Not at all informed	A little bit informed	Somewhat informed	Quite informed	Extremely informed
How effective has your tutor been in communicating your child's academic progress?	Not at all effective	A little bit effective	Somewhat effective	Quite effective	Extremely effective
How often did your tutor give you strategies to support your child's academic progress at home?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How positive is the relationship between your child and their tutor?	Not at all positive	A little bit positive	Somewhat positive	Quite positive	Extremely positive

How likely are you to recommend this tutoring program to another parent?

Not
Very
Likely

Very
Likely

1   2   3   4   5   6   7   8   9   10

What do you believe has been the biggest success of the tutoring program for your child?
_____

What is the biggest piece of advice you would offer to strengthen the tutoring program?
_____

Example Teacher Survey

We would appreciate your feedback on your experience working with our tutors.

Teacher Name:

School Name:

Please check one box per question	1	2	3	4	5
How often did sessions focus on the most critical skills that your students needed?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
To what extent has your child improved academically as a result of tutoring?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How informed do you feel you are on student progress in the tutoring program?	Not at all informed	A little bit informed	Somewhat informed	Quite informed	Extremely informed
How effective were tutors in leveraging data to target sessions with students?	Not at all effective	A little bit effective	Somewhat effective	Quite effective	Extremely effective
To what extent do you feel that tutors had strong content knowledge?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent do you feel that tutors developed effective professional relationships with students?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

How likely are you to recommend this tutoring program to another teacher?

Not
Very
Likely

Very
Likely

1   2   3   4   5   6   7   8   9   10

What do you believe has been the biggest success of the tutoring program for your students?
_____

What is the biggest piece of advice you would offer to strengthen the tutoring program?

_____

Example School Administrator Survey

We would appreciate your feedback on your experience working with our tutors.

Teacher Name:

School Name:

Please check one box per question	1	2	3	4	5
To what extent do you feel that tutoring was valuable to your school?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent do you feel that tutoring sessions focused on the most critical skills that students needed?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How informed do you feel you are on student progress in the tutoring program?	Not at all informed	A little bit informed	Somewhat informed	Quite informed	Extremely informed
How effective were tutors in leveraging data to target sessions with students?	Not at all effective	A little bit effective	Somewhat effective	Quite effective	Extremely effective
To what extent do you feel that tutors had strong content knowledge?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent do you feel that tutors developed effective professional relationships with students?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

How likely are you to recommend this tutoring program to another teacher?

Not
Very
Likely

Very
Likely

1   2   3   4   5   6   7   8   9   10

What do you believe has been the biggest success of the tutoring program for your school?

_____

What is the biggest piece of advice you would offer to strengthen the tutoring program?

_____

Tutor Surveys

Below are examples of two types of tutor surveys. The first is a **Training Survey**, the kind your program might give at the end of a training session or professional development event. (Note: When developing surveys aligned to a training or event, you should align them directly with objectives of the training.) The second is a **Pulse Check Survey**, the kind your program might give a few times throughout the cadence of the program to see how your tutors are thinking and feeling.

Example Training Survey

(Note: If you choose to use this example as a template, you may choose to remove the bolded descriptor before each question.)

Tutor Name:

School Name:

Please check one box per question	1	2	3	4	5
Mindsets: How effective was training at building your understanding of the importance of holding high expectations for all students?	Not at all effective	A little bit effective	Somewhat effective	Quite effective	Extremely effective
Mindsets: How excited are you to meet and build relationships with students and partners in our school and communities?	Not at all excited	A little bit excited	Somewhat excited	Quite excited	Extremely excited
Content: To what extent did training build your understanding of the content in order to deliver rigorous instruction?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
Content: To what extent did training help you build skill in the strategies that you will use in the tutoring session?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

Belief in Effectiveness of Training: To what extent do you believe your training experiences are helping you to build the context necessary to start tutoring?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
Belief in Effectiveness of Training: To what extent do you believe your training experiences are helping you to build the skills necessary to start tutoring?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
Culture: How often did training create opportunities for you to build strong relationships with other tutors?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
Logistics: How often did the smoothness of training logistics allow you to engage in daily content in a meaningful way?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
Overall Experience: To what extent did the training space create a welcoming environment for you given your background (e.g. race, ethnicity, class, gender identity, sexual orientation, religion, etc.)?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

How likely are you to recommend this tutoring program to a friend?

Not Very Likely									Very Likely
1	2	3	4	5	6	7	8	9	10

Interviews

What are interviews for?

There are two main types of interviews your program should routinely conduct: Exit Interviews and Research Interviews. Exit Interviews aim to ascertain why a student, family, or school decided not to continue receiving tutoring through the program (or why a tutor left their role with the program). These types of interviews can help identify trends and fix short-term problems. Research Interviews usually happen much later, once the program has both student alumni and tutor alumni, to gather data on student

and tutor experience of the program and its long-term impact on their academic and professional trajectories.

Example Exit Interview: Parents

This is an example list of questions from a tutoring program that was trying to determine why some parents withdrew their students from the program's tutoring.

1. Why did you decide to leave the tutoring program?
2. What did you find to be effective about the tutoring program?
3. What did you dislike about the tutoring program?
4. How would you describe the quality of communication of your tutor regarding your child's progress? Did you feel informed?
5. Has the tutoring program met the expectations you had when you enrolled your student? If so, how? If not, how did it fall short?
6. What recommendations do you have for us for continuing to improve our tutoring?

Example Research Interview: Tutor Alumni

This is an example list of questions from a tutoring program that was curious to learn how they influenced some of their tutors' decisions to pursue careers as teachers.

1. What have you been doing professionally since your role as a tutor with our program?
2. What attracted you to the opportunity to tutor with our program originally?
3. When did you decide to become a teacher? What factors most influenced your decision?
4. What supports did our tutoring program provide you for becoming a teacher? Which ones were most valuable? Which were less valuable?
5. What (if anything) do you wish had been different about the support our tutoring program provided? Why?
6. When you entered the profession, did you notice any differences between you and your peers at your school who were also first-year teachers? What were they?

Student Work: Session Assessments (or "Exit Tickets")

What are session assessments for?

Reviewing a brief student assessment or an "exit ticket" can help tutors understand whether a student has mastered that session's content. This review can help tutors reflect on the effectiveness of their instruction with specific students, as well as more effectively design future sessions.

Programs may choose to use blended learning software that includes built-in session assessments to measure student mastery of concepts. Some of these session assessments are adaptive, using automated data analysis to tailor their content to each individual student. Find out more about blended learning software and how to use it here.

Example: Session Assessment

This "exit ticket" requires students to demonstrate their mastery of a single standard. By requiring students to solve three problems, tutors can adequately identify misconceptions. If students are only given one problem, tutors may incorrectly interpret a precision error as a misconception. The exit ticket also includes a "Student Confidence Box" in which students rate their confidence with the skills assessed. Clear instructions must be shared with students on how to assess their confidence to obtain valid ratings. Tutors and students can work toward improving self-awareness by comparing student confidence to student performance on the task.

Name: _____   Confidence:

4.04 Comprehensive Factoring Review

Simplify completely and name your factoring method(s):

1. $4x^2 - 4x - 48$ Factoring Method:
                                              _____

2. $9x^6 - 16a^4$ Factoring Method:
                                              _____

3. $12x^6y^2 - 16x^4y^2$ Factoring Method:
                                              _____

Standardized Assessments

What are standardized assessments for?

Programs use standardized tests for benchmarking students at the beginning of the tutoring program, measuring progress, and determining which students qualify for Problem-Targeted tutoring services. Consider your context! If your program is collaborating with a school or district, you will likely want to use the same assessments used by the school or district.

Example: Standardized Assessments

This list provides some common standardized assessments. It is neither exhaustive nor prescriptive: just because an assessment is listed does not mean it will be relevant to your program, nor does an assessment's absence mean it won't be.

Name of Assessment	Description	Content Area	Grade Levels
STEP	Online, formative literacy assessment. Shows student progress through 19 developmental steps towards reading proficiency.	ELA	K-5

Voyager Sopris Learning Acadience Reading K-6	Formerly known as DIBELS Next. Measures student progress towards early literacy skills.	ELA	K-6
DIBELS	Assesses early literacy skills. Combine with regular benchmark testing, up to three times a year. Identifies students at risk of not meeting end-of-year expectations in reading.	ELA	K-8
DRA (Third Edition)	Identifies students' independent reading level by assessing engagement, oral fluency, and comprehension. Identifies students' Focus for Instruction. Given up to three times a year.	ELA	K-8
Renaissance STAR	Computer-adaptive assessments. Provides percentile rank, grade equivalent, zone of proximal development, and subdomain scores.	ELA/Math	Math: K-12 ELA: 2-12
Edmentum Study Island Assessments	Incorporates formative assessment questions into instruction. Aligns with NY State standards. Integrates with NWEA MAP.	ELA/Math	K-12
Scantron Assessments	Provides formative, interim, and summative assessments (both online and paper-based).	ELA/Math	K-12
Galileo Benchmark Assessments	Teachers create flexible progress monitoring assessments from an item bank. Administered three times a year. Predicts student achievement on state tests.	ELA/Math/Science	K-12
Iready	A full Assessment Suite, including Diagnostic, Standards Mastery, Algebra Readiness, Dyslexia Screener, and Oral Fluency Assessments.	ELA/Math	K-12
Fountas & Pinell	Used to identify students' independent and instructional reading levels and document student growth. Levels range from A-Z and map to grade levels.	ELA	K-12
ANET Interim Assessments	Online teacher platform provides student reports, as well as sample lesson plans and planning tools. Used four times a year.	ELA/Math	3-8
Case Benchmark Assessments	Developed to mirror state standardized assessments. Administered every 9 weeks.	ELA/Math	3-9

ISTEEP - Advanced Literacy Assessment ELA	Assesses student progress towards Common Core Standards in ELA. Includes both literature and informational texts.	ELA	4-9
Smarter Balanced Assessments	Interim and computer-adaptive summative assessments. Designed according to UDL/accessibility guidelines.	ELA/Math	3-8, 11
Cognia Assessments	Previously known as Measured Progress. Three assessments a year. Both interim and formative assessments are available.	ELA/Math/STEM	3-12
NWEA - MAP Growth Assessments	Measures student growth between each test. Can be used up to four times per academic year.	ELA/Math	3-12
Common Lit	Interim reading assessment. Taken up to four times a year.	ELA	3-12
MDTP	Promotes and supports student readiness and success in college math courses.	Math	9-12
PSAT 8/9	Predictive test that measures student academic preparation and predicts future student success on the SAT.	ELA/Math	8-9
PSAT 10	Predictive test that measures student academic preparation and predicts future student success on the SAT.	ELA/Math	10
SAT	Predictive test that measures student academic preparation and predicts future success in college. Includes reading, writing/ language, math, and essay sections.	ELA/Math	11-12
ACT	Predictive test designed to assess students' core content knowledge and predict future success in college. Includes English, math, reading, and science sections.	ELA/Math/Science	11-12

Performance Management Plan Template

Logic Model Elements (Program Outputs and Short Term Impact)	Sub-Area	Measures	Tool	Data Collection Cadence	Performance Expectation

Download Performance Management Plan Template

Student Data Privacy Guidance

What is data privacy?

Data privacy refers to an individual's right to control how personal information about them is collected and used, particularly by digital systems. It consists of two elements: confidentiality and security. Confidentiality refers to restricting authorized collection, access, use, and transfer of an individual's personal data without their informed and affirmative consent. Security refers to keeping personal data effectively protected from unauthorized access by third parties. Both are necessary for maintaining data privacy.

> ### This tool is not legal advice
>
> Consult an attorney to ensure program compliance with all federal, state, and local laws.

What is student data?

In this document, student data refers specifically to students' **Personally Identifiable Information**, or **PII**, which is **any information that can be used to distinguish or trace an individual's identity** either directly or indirectly through linkages with other information. This second point about linkages with other information is key: while a student's surname, school, or grade level alone may not be enough to trace their identity, these three data points together can often uniquely identify a student. As a result, **any information your program collects about students, including information collected on educational apps, is Personally Identifiable Information (PII), and is subject to additional restrictions and regulations**.

What kinds of Personally Identifiable Information (PII) might a tutoring program collect as student data?

Any data about a student's identity that is particular to an individual student is PII. Types of PII/student data include:

- Students' Names
- Dates of Birth
- Parents' Names
- Home Addresses
- Home Languages
- Demographic Information
- School & Grade Level
- Education Records
- Class Schedules
- Special Needs (e.g. IEP Status)
- School ID Numbers
- Phone Numbers
- Email Addresses
- Online Usernames
- Cookies & Device Identifiers

In short, your program will collect a lot of data about your students. Keeping this data private is exceptionally important.

Why does student data privacy matter?

Students have a right to privacy. Tutoring programs that seek to become part of a student's educational support structure are asking students to trust them implicitly, and so your program must act in ways that preserve, even sanctify, that trust. But exposing students' personally identifiable information to unknown and untrustworthy third parties violates their trust. And collecting, accessing, using, or sharing student data without their (or their parents') written consent can expose your tutoring program to legal liability, so **consult an attorney** and spare no expense. **This tool is not legal advice!**

Federal Government Resources

Familiarize yourself with all resources available at Studentprivacy.ed.gov, especially the Responsibilities of Third-Party Service Providers (with a flyer for contractors) and Virtual Learning during COVID-19. There is a helpful Glossary, along with tools for Protecting Student Data Privacy While Using Online Educational Services such as Model Terms of Service.

What important federal laws govern student data privacy?

While there is not yet a coherent federal law governing data privacy writ large, three key laws govern student data privacy.

FERPA (Family Educational Rights & Privacy Act): Schools can only share data with you for educational purposes. FERPA protects the **access to** and **sharing of** a student's **education record**, which is all information directly related to a particular student as part of their education. It gives parents specific rights to their child's education records until the child turns 18, and restricts who else can access them. Most importantly for tutoring programs, FERPA contains a "**school official**" exception allowing **schools** to share student data with volunteers, companies, or other vendors (i.e. community- based organizations such as tutoring programs), but **only when used for educational purposes directed by the school**.

COPPA (Children's Online Privacy Protection Act): Only use data for educational purposes, and obtain consent first. COPPA requires organizations to **have a clear privacy policy, provide direct notice to parents**, and **obtain parental consent before collecting any information** from children under 13. Teachers and other school officials are authorized to provide this consent on behalf of parents for use of an educational program, but **only for use in the educational context**. This means the organization can only collect personal information from students for its **specified educational purpose**, **keep it only as long as necessary** for that purpose, and use it for **no other commercial purpose**.

PPRA (Protection of Pupil's Rights Amendment): Let parents opt-out of any student surveys about sensitive topics. The Protection of Pupil Rights Amendment (PPRA) is a federal law that affords certain rights to parents of minor students with regard to **surveys that ask personal questions**. Schools must be able to show parents any of the survey materials used, and must obtain **written consent from parents** for any surveys that deal with the following sensitive categories:

- Political affiliations;
- Mental and psychological problems potentially embarrassing to the student and their family;
- Sex behavior and attitudes;
- Illegal, self-incriminating, anti- social, and demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance).

Confidentiality Guidance: Proactive Measures for Programs to Take

Keeping student data private requires robust confidentiality practices. Confidentiality requires both clear systems and aligned everyday practices. The list below suggests baseline expectations for both, particularly for avoiding common pitfalls. It is not exhaustive, nor is it a replacement for legal advice from an attorney, but it offers some basic advice.

- **Build Confidentiality into your Systems and Structures**.
  - Familiarize yourself with all federal, state, local, and even partner district- or school-level policies.
  - Create an exhaustive internal data policy that outlines guidance for how employees can use student data.
    - Consider starting with the Student Privacy Pledge as a fundamental baseline for your policy.
    - Create a public-facing privacy policy with legal advice and guidance from an attorney.
    - Include clear guidance for how and when to share data, e.g. how to ensure emails are encrypted.
    - Dedicate time and resources to ensure that all student data you collect is stored securely.
    - Include a detailed Data Breach Response Policy for what to do if something goes wrong.
  - Train all program staff, including tutors, on data privacy legal requirements and program expectations.
    - Establish norms of confidentiality with explanations of the exceptions (e.g. Mandated Reporting).
  - Outline data sharing agreements with school staff clearly in a signed Memorandum of Understanding.
    - Clearly state which educational apps have been approved and how they will be used for tutoring.
  - Create handbooks for families in plain language that outline what data you will collect, how the data will be used, who can access the data, with whom it can be shared, and what families' rights are under the law.
    - Best practices include translating it into common home languages and asking for signed approval.

- **Maintain Confidentiality in Everyday Practice**.

- o Hold tutors and program staff accountable for expectations about responsible use of student data.
- o Be transparent with students about why you need (or want) whatever information you ask them for.
- o Verify identities before sharing any information about a student. For example, do not reveal information about a student over phone or text message, even to a phone number you have on file for their parent or legal guardian, before first confirming that you have the right number and have reached the right person.
- o Whenever feasible, communicate with students and parents through end-to-end encrypted protocols.
- o Whenever feasible, block all online tracking and advertising on any devices you require students to use.
- o Never require students to use software that tracks or targets them with personalized ads (e.g. personal Gmail or YouTube accounts). If software is important enough to require it, get an enterprise or education edition.

Security Guidance: Common Mistakes for Users to Avoid

Keeping student data private requires strong digital security practices. This list will help you avoid common mistakes that can leave your students' data vulnerable to online attackers. Both program staff and tutors should follow these guidelines. This list is not exhaustive, nor is it a replacement for hiring an information security expert, but it offers some basic advice.

- **Physical Device Security**: Keep your devices under your control, or else you cannot secure the data on them.
    - o **Set up Mobile Device Management (MDM) for your program's equipment**. This not only helps keep software up-to-date and secure, but also enables location tracking and remote data wipes of lost devices.
    - o **Use a dedicated device for work**. Don't recreationally browse the web on devices that have student data.
    - o **Don't leave a device unattended without logging out or locking it**. This applies regardless of location. If you use a device to access student data, lock it when you step away, and log back in when you return.
    - o **Don't write down login credentials**. A sticky note on your monitor is not secure information storage. And if your login credentials are not kept secure, neither is any of the data that you use them to access.

- **Password Security**: Use long and unique passwords, and keep them to yourself.
    - o **Don't rely exclusively on passwords**. Getting them right is hard. Use 2-factor authentication if possible.
    - o **Don't use weak passwords**. Weak passwords are:
        - ▪ **Short**: Any password shorter than 10 characters is essentially worthless, because an automated attack can guess it instantly. Long passwords are strong passwords, and best of all are memorable multi-word passphrases. 16 characters is a safe balance between convenience and actual security.
        - ▪ **Reused**: Never reuse passwords. Your password on one service should be completely different from your password on any other service. This prevents a

cascade failure where a security breach in any one service compromises all your accounts across every service. It is highly recommended to use password manager software to create and securely store a unique password for every service.

- **Commonplace**: Avoid common words. Words that many people typically use as passwords, like "Password1!" or any permutations of it, are never safe to use. These passwords will be among the very first guesses an automated attack will make, and as a result will be compromised instantly.

- **Don't share login credentials**. Common mistakes here include:
  - **Multi-person accounts**: No two people should use the same username and password to log in to a service. Do not share your account credentials with colleagues, and do not let them share theirs with you. Sharing accounts compromises both security and accountability if things go wrong.
  - **Saving students' passwords**: Your students' passwords are theirs, not yours. While it may be tempting to record student passwords in a spreadsheet for convenience, that spreadsheet becomes a high-value target. If it gets compromised, so does every student account. And since they may have reused their passwords elsewhere, their personal accounts may now be compromised too.
  - **Falling for phishing**: Only enter your password into the actual login page for that service. Check the URL, and watch out for unsolicited emails with links to similar-looking web pages that ask you to log in. Report any such emails, and do not enter your credentials into any fake login pages!

- **Digital Systems Security**: Keep all student data inside your secure system, or else all its security is meaningless.
  - **Don't save student data to personal/shared devices**. If you must use a shared device, use incognito or private browsing, log out of all accounts afterwards, and don't download student data to the device itself.
  - **Don't save student data to flash drives**. Use enterprise-grade cloud storage to sync data across devices.
  - **Don't save student data to personal email or cloud storage accounts (e.g. Gmail & Google Drive)**. Because they are used for data harvesting, consumer-grade accounts lack adequate privacy protections.
  - **Don't make shared documents publicly accessible**. "Anyone with the link" is never the right choice for sharing any student data. Restrict document access to specific users, or at least to your own organization.

Performance Measurement Plan

What is a Landscape Analysis?

A Landscape Analysis outlines the strengths, resources, and needs of a particular community. It provides a framework for designing a service and ensuring that it is embedded directly in the needs of the community.

Why should you conduct a Landscape Analysis?

Prior to starting any type of community program — whether a tutoring program or any other service — you should confirm that there is a need and a desire for the proposed program in the community you aim to serve. The information you gather through a Landscape Analysis will allow you to thoroughly map these community needs and desires, ensuring that they remain paramount when you design your program, set priorities, and make strategic decisions. A Landscape Analysis will enable your program to keep the actual needs of the community in mind at all times, rather than your own hypotheses about its needs. Doing this essential groundwork will aid in designing an effective tutoring program that the whole community values.

Who should be considered in a Landscape Analysis?

While there are no strict limits regarding who can be involved, here is some basic guidance about whose needs should be prioritized:

- Students and families who will likely benefit from the tutoring program. Ensure that you hear from a wide range of voices so that you can holistically understand the needs of the community of potential beneficiaries.
- Other stakeholders beyond students and families, such as teachers and school administrators, who will have a solid expert understanding of students' needs for additional tutoring services.
- Other community members, or like-minded organizations that have a history operating in the community and can help you to carry out the assessment itself or assist with program design planning.

How do you conduct a Landscape Analysis?

The qualitative and quantitative data you collect will help you define your tutoring program's necessary inputs, benchmark outputs, and desired impact. Here are some of the sources from which you may want to collect information:

- Interviews & Focus Groups: Solicit direct input from both the beneficiaries of tutoring (families and students) as well as other stakeholders (such as school administrators and teachers) to understand what needs they observe and experience. This will help you understand students' academic context and where a tutoring program might fit in.

- Public Forums: Seek out public forums already happening that relate to the needs you have identified. Attend local school board meetings and other community gatherings to better learn the local political landscape.
- Observations: Directly observe and speak with those on the front line. Visit tutoring programs or similar services that already exist and see what they look like in action.
- Needs Surveys: Collect an easily-parsed set of data points by having community members rate proposed services and answer a few open-ended questions to help you understand the aggregate needs of the community.
- Existing Quantitative Data: Review and synthesize available data from sources such as: research studies that have already been conducted (e.g., recent research related to learning loss); publicly available resources such as US Census data about the community; and local school district records on student achievement and graduation rates.

Analyzing Your Findings

As you analyze findings, look for trends. Consider the following:

- Strengths: What are the existing assets of this community?
    - For example, you may find that the community already has robust services for literacy programs in early elementary school that have supported students both in school and, with family participation, at home.
- Gaps: Where is something missing from this community's support structures?
    - Identifying gaps will help you design your tutoring program to fill them. For example, you may find that there are limited programs or services available to students who struggle in math in the secondary setting. If so, this may be where tutoring would be most beneficial.
- Needs: What specific problems and unmet needs has this community shared?
    - For example, you may have heard that there is a lower rate of involvement in after-school programs in secondary settings due to time constraints for youth that have taken on part-time work. This can help inform the design of your program. How will you ensure tutoring is available to students at a time when they can actually be involved?
- Opportunities: What specific resources in this community can you leverage to help solve its problems?
    - For example, you might learn that there are many university students in the area who have interest in working in the community, but there is no formal relationship between the school district and the local university. Your tutoring program could bridge this gap and leverage this local talent; accessing low-hanging fruit like this will help your program meet community needs efficiently.
- Threats: What are some potential threats to your program that you will need to consider?
    - For example, you might learn that another tutoring program is starting up in the community or that state policy was just enacted that requires tutoring to be done by certified teachers. Identifying and taking into consideration any threats will help you both design and pitch your program.

Sharing Your Findings

You should produce a simple report you can use to present your findings both to the community and to additional stakeholders (such as funders). This report can serve as a summarizing tool to help you

advocate for your tutoring program, directly connecting the development of your program to the needs of the community. A report typically includes the following:

- An overview of whose needs you considered in your Landscape Analysis.
- A description of the methods your program used to collect qualitative and quantitative data.
- A summary of the number and demographic characteristics of the individuals who contributed to the dataset, such as the number of individuals who completed a needs survey and a demographics overview of survey respondents.
- An outline of the process, including both its strengths and any challenges you may have faced. Openness about challenges is particularly important so that the reader has a holistic understanding when reviewing your report. For example, did you have difficulty achieving high completion rates for a survey? How might that skew your findings?
- A synthesis of key findings. This is where you would address the actual results and insights gained from the analysis you conducted, articulating the strengths, gaps, challenges, and opportunities in the community.
- A set of recommended next steps. Based on the Landscape Analysis, what are your recommendations? How should the design of the tutoring program adapt to address the specific needs of this particular community?

Additional Resources

The Community Toolbox, developed by the University of Kansas, lists a number of resources to support programs in developing a robust Landscape Analysis, sometimes referred to as a Community Needs Assessment.

Evaluation & Improvement

Evaluation & Improvement	
Implementation Checklist	- Identify who is responsible for reviewing each type of data. - Create and routinely use protocols for reviewing data and distilling insights to inform decisions. - Review disaggregated data to ensure equity of services. - Set up processes for communicating data (and the insights distilled from it) to relevant stakeholders. - Make informed decisions and take action based on data, resulting in continuous improvements. - Establish standards for effective implementation of the tutoring model and improve standards over time.
Implementation Tools	- Developing Routines for Regular Data Review - Standard Data Review Protocol - Student Data Review Protocol
Key Insights	Constantly review data in both formal and informal ways. - This ensures that program leaders are consistently aware of what actually makes their program effective. Staying up-to-date on data insights not only allows leaders to work with tutors on the ground to make direct improvements, but also helps them maintain a clear understanding of which model design elements are most essential to the program's success. Conduct an annual data review at the same time each year. - This allows program leaders to consistently update their understanding of how effective each element of the program's model design actually is. - Annual data reviews are critical for programs looking to innovate, allowing leaders to distinguish among model design changes that preserve what matters most and ones that abandon the core of what makes the program effective. - For programs seeking to scale up, an annual data review provides an opportunity to standardize core parts of a program so that it can be easily and faithfully replicated at scale. Tell a clear story about the program's impact so far.

- Programs seeking to scale up and continuously generate new demand must be able to articulate the difference they have already made in their communities. This story is what gets a program's "foot in the door" with new partners at every level, from individual schools to entire school districts and statewide departments of education.

Disaggregate student data (by race, gender, IEP status, home language, etc.) to ensure equity.

- By reviewing data through demographic breakdowns, programs can identify opportunities for improvement and identify training needs to ensure tutors can effectively serve all students.

Consider conducting rigorous evaluations.

- Rigorous evaluations will provide evidence about what aspects of a program work and don't work. These insights can improve efficacy and/or reduce costs.
- Well-designed evaluations can provide definitive evidence that a tutoring intervention helps students and can increase the demand and the likelihood programs receive external funding.

Train tutors to review actual student work, not just quantitative student performance data.

- Analyzing student work will enable tutors to identify why students struggled with specific tasks or answered specific questions incorrectly. Tutors can pinpoint access issues, precision errors, and misconceptions; this information can then inform the structure, content, and facilitation of future sessions.

National Student Support Accelerator

Developing Routines for Regular Data Review

What do we mean by Data Review?

Data Review is the process of collecting data, reflecting on it, and distilling it into actionable insights. This process is how you can turn data into knowledge and knowledge into action. Data Review requires going "below the surface" to find root causes for your results (both positive and negative) and planning actionable changes to continue improving your program.

Why should you set aside intentional time for routine Data Review?

Creating a regular routine for Data Review helps your program institutionalize a focus on learning and improvement. Data is the fuel that drives improvement; review is the engine that converts it into action. As with any engine, consistent and repeated cycles are what keep you moving forward. Regular cycles of Data Review help your program maintain consistent progress toward its goals, create a program-wide culture of iterative improvement and learning, and hold itself accountable for making a positive impact on all students. Once you have a clear Performance Measurement Plan with dates for regular data collection, set aside regular and consistent time to review that data at all levels of the organization.

What should you consider when planning data routines?

For each dataset you collect for your Performance Measurement Plan, outline the following:

- Who is responsible for **collecting** this data? When and how will they collect it?
- Who is responsible for **reviewing** this data? When and how will they review it and distill actionable insights?
- Who is responsible for **acting** on the insights distilled from the Data Review?
- Who is responsible for **supporting** those who are acting on the data, and what form will this support take?
- Who needs to be **informed** about the data, insights, and actions? Who will do the informing, and by when?

Example: Delineating Data Review Responsibilities

This example is not exhaustive but provides a brief reference for programs looking to build their Data Review protocols.

Type of Data	Who reviews this data?	When will they review this data?	How will this data be used?	Who will be informed?
Baseline Data Assessments	• Teachers • School Administrators • Tutoring Site Administrators	Within one week of administration	To determine who will be eligible for tutoring	School Administrators

studentsupportaccelerator.org | 212

	• Data Specialists			
Session Assessments	• Tutors	At the end of each tutoring session	To determine student mastery of session content and tailor subsequent tutoring sessions	• Teachers • Tutoring Site Administrators
Quarterly Surveys from Parents, Student, Teachers and Stakeholders	• Tutors • Supervisors • Program Leaders • Data Specialists	Within one week of survey closing	To incorporate feedback and improve sessions/collaboration with stakeholders	• All stakeholders who completed the survey (to share results and next steps)
End of Program Student Assessments and Survey Data from All Stakeholders	• Tutors and Supervisors together • Program Leaders Data Specialists	Within one week of assessments	To evaluate achievement of program goals	• All Stakeholders who completed the survey • Board • Funders

Example: Program-Wide Data Review Routine (Calendar)

Below is an example calendar of Data Review for a tutoring program that collects quarterly data. Note that the sequencing is not arbitrary, but intentional. In week one, the data is collected, with the program purposefully scheduling students' quarterly academic assessments and all stakeholders' satisfaction surveys for the same week. In week two, individual school site teams meet to reflect on their own data, set next steps, and communicate them to stakeholders. In week three, the central program staff repeat that same process at the next level up. If this program scaled up significantly, another week of review could easily be added for another layer of program staff; the routine is self-similar at all levels.

Monthly Review Calendar					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Students take quarterly assessments and all stakeholders (students, parents, teachers, school administrators) complete surveys				
Week 2	Data Analysis is rolled up for each school site		Data Reflection Meeting: School Site Team (Tutor,		Summary of Data and Next Steps are communicated

			Teacher, Site Administrator) reviews the data and delineates next steps		to Students, Parents, School Administrators at the School Site Goal Setting with Students and Families
Week 3	Program-Wide Data Analysis is rolled up including data disaggregated by demographics		Program Wide Data is Reviewed at the Organizational Level including Tutor Data and next steps are delineated		Summary of Data and Next Steps are communicated to Students, Parents, School Administrators at the School Site and to Organizational Stakeholders (Leadership Team, etc)

Examples: Tutors' Data Review Routines (Overviews)

Routine review of student data enables tutors to target and customize sessions to meet specific students' individual needs. Tutors should regularly review other forms of feedback as well; however, the kinds of additional information tutors consider will vary depending on Program Type.

Example for a School-Based Tutoring Program with Paraprofessionals	Tutors at the partner school site meet collectively with a school administrator and the program's Site Director to analyze a weekly roll-up of student data and plan for tutoring sessions for the following week.
Example for a School-Based Tutoring Program with Volunteers	Some programs that rely on volunteers opt to focus on building volunteer skills in instruction and shift responsibility for Data Review to either teachers or program site staff. The teachers/program staff analyze student data, determine action steps, and then explain to the volunteers exactly what skills they should target with specific students.
Example for a Virtual Tutoring Program	Virtual Tutoring Programs contract with specialists or develop their own internal capabilities for digital capture and automated analysis of student data through online platforms. These platforms are able to provide direct feedback to tutors regarding exactly what a tutor should focus on for each session.

Standard Data Review Protocol

Why should you establish a standardized process for Data Review?

Standardizing a Data Review process helps set a clear expectation that the end product of Data Review is not knowledge, but action. Any Data Review Protocol should ensure that raw data is converted into a clear and digestible format before the reflection process so that reviewers can focus their energies on reflecting on the data, rather than synthesizing the data.

By separating the work of creating and refining a Data Review process from the work of implementing the process in practice, a standardized Data Review Protocol helps you focus your designated Data Review time on what you're reviewing, not how to review it.

How should you conduct a Data Review?

- When: As soon as possible after collecting relevant data. The more dated the data, the less relevant it will be for making timely decisions.
- Why: The goal is to learn and improve — not to assign blame for shortfalls. Set norms accordingly.
- Who: The facilitator guides the conversation, but they do not have all the answers. Every voice matters.
- What: Don't just review aggregate data. Disaggregate by demographic to reveal impact across lines of difference.
- How: Prioritize quality over speed, but adjust the time allotment based on how comprehensive the dataset is:
  - A single tutor reviewing daily assessment data for all of their students should only need about 15 minutes to complete the protocol.
  - An entire team reviewing the past year's worth of data could take half a day to complete the protocol.

Standard Data Review Protocol		
This is a standard protocol you can use for a wide variety of reflections. It is broadly applicable whenever someone has data (qualitative, quantitative, or both) to review. Your organization might apply it to end-of-year outcome data; a head of program might apply it to training data at the end of tutor preservice training; a leadership team might apply it to quarterly parent feedback. There are also versions of this protocol specifically tailored for tutors reviewing student data.		
Step	**Purpose**	**Possible Questions**
Step 1: WHAT did we want to happen?	*Ensure all participants are on the same page about what the goal or intended outcome was.*	- What was our goal? (Refer to any relevant performance expectations from the Performance Measurement Plan.)

		• What was our plan for reaching this goal?
Step 2: WHAT actually happened?	*Ensure all participants are on the same page about what the actual outcome or result was. Explore the divergences between expectations and realities.*	• Did we meet our goal? What did we achieve? • Did we follow our plan? If not, where did we diverge from it? • Where were the differences between our intent and our impact?
Step 3: SO WHAT did we learn?	*Reflect on successes and failures during the course of the project, activity, event or task. The question 'Why?' generates understanding of the root causes of these successes and failures.*	• What worked? • What didn't work? • What could have gone better? • Was our plan a success? Why or why not?
Step 4: SO WHAT can we do better in the future?	*Generate clear, actionable recommendations and next steps for future projects.*	• What would we do differently next time? • What advice would you give yourself if you were to go back to where you were at the start of the project? • What two or three key lessons would you share with others? • What should be different one year from now (or after the next similar project) given this conversation? • What comes next for us on this project? • Are there any lessons for you, personally, to internalize?
Step 5: NOW WHAT changes do we need to make to our project and individual plans?	*Incorporate key lessons into your future actions. Document all key lessons for those who may inherit this project in the future.*	• Add reflections and next steps to individual plans. • Add reflections and next steps to project plans.

Student Data Review Protocol

Overview

Below, you will find two protocols for reviewing student academic data, one for a frequent post-session review and one for any data collected on an interim or infrequent basis. These protocols follow the same What/So What/Now What format as the Standard Data Review Protocol, but they are tailored with tutor-specific questions to guide data analysis. These protocols can be adapted to aid tutors in reflecting on any data that the program has outlined in their Performance Measurement Plan (e.g, relationship building, culturally relevant and inclusive sessions, etc.).

Tailored Protocol for Post-Session Data Review		
Pre-Review: If students complete assessments by hand, score and input the data into a digital system. Note whether the student met, nearly met, or did not meet the session's goal. If students complete assessments digitally (i.e. in a Virtual or Blended model), this data input will likely be automated, but the level of automation will vary depending on the software used.		
Step	**Purpose**	**Questions**
WHAT	*Review desired outcomes using the end-of-session assessment.*	• What was the goal of this session? • What did this assessment expect students to be able to do? • What does success look like on this assessment? • What was my plan for targeting my specific students' needs?

SO WHAT	*Reflect on what worked, what didn't work, and why.*	For all programs:
		
		• Did my student(s) reach the session's goal?
		• If not, what barrier(s) prevented them from reaching it?
		    o Not enough practice time
		    o Unaligned practice content
		    o Access issues
		    o Common misconceptions

		○ Precision/execution errors ○ Uncommon misunderstandings - What actions did I take (or not take) in my planning and facilitation of this session that contributed to these barriers?
		For programs where the Tutor-Student Ratio is Small Groups: - Which students made expected progress and met the session's goal? Why? - Which students are close to mastery and nearly met the session's goal? Why? - Which students did not meet the session's goal? Why not? - Are multiple students facing similar barriers? Who could be grouped together?
NOW WHAT	*Reflect and adjust plans for upcoming sessions.*	- How will I plan future sessions differently because of this data? - How will I provide targeted reteaching or practice to address specific students' learning barriers? - When will this planning, reteaching, and/or practice happen? - How will I communicate progress to students (and parents/teachers if needed)? - Do I need external help? If yes, whom should I reach out to?

While the protocol above is specifically designed to be used after each tutoring session, the protocol below is more general. It can be used to review interim assessment data (i.e. quizzes and tests), for example, or a whole week of session data all at once. Regardless of the details, programs can use this protocol to analyze the effectiveness of their tutoring sessions across a larger sample of students and

determine what larger-scale adjustments to make to the program's overall curriculum plan. This protocol may be used by tutors if tutors are trained in data analysis, or by program staff that support tutors.

Tailored Protocol for Summary Data Review		
Pre-Review: If students complete assessments by hand, score and input the data into a digital system. If students complete assessments digitally (i.e. in a Virtual or Blended model), this data input likely be automated, but the level of automation will vary depending on the software used.		
Step	**Purpose**	**Questions**
WHAT	*Review desired outcomes using the assessment and/or overall mastery data.*	- What purpose did this assessment serve? - What were our goals for our students? - What does the data tell us about overall student mastery? - What does the data tell us about the overall effectiveness of our tutoring?
SO WHAT	*Reflect on what worked, what didn't work, and why.*	What does this tell us about our planning? What about our implementation? - To what degree did our instructional planning practices over the relevant time interval for this data (e.g. this past week) lead to these student outcomes? - To what degree did our implementation of our plan over the relevant time interval for this data (e.g. this past week) lead to these student outcomes? - Which topics need to be retaught to specific students or groups? Why?
NOW WHAT	*Reflect and adjust curriculum plan if necessary.*	What adjustments should we make to our curriculum's scope and sequence?

		- Which students need individual differentiation and/or additional remediation or acceleration? - What support do tutors need to be effective? Are there any gaps in tutor ability that we should address through supplemental training and support?
Make a plan for communicating progress to students (and parents/teachers if needed) and adjust curriculum plan.		

TOOL APPENDIX

Program Design

Program Focus

- Conducting a Community Landscape Analysis
- Tutoring Program Model Dimensions Planning Tool
- Developing a Value Proposition
- Logic Model Guidance and Template
- Tutoring Cost Calculator

Model Dimensions

- Tutoring Program Model Dimensions Planning Tool
- Actions and Practice Reflection Tool

Tutors

Recruitment & Selection

- Tutor Job Description Guidance
- Tutor Recruitment Strategy
- Tutor Selection Strategy
- Saga Tutor Training Topics
- Blue Engine Teaching Apprentice Job Description

Screening & Expectations

- Tutor Background Check Guidance
- Setting Expectations with Tutors

Training & Support

- Pre-Service Training Guidance
- In-Service Training & Support Guidance

Learning Integration

- Tutor-Family Communication: Crafting an Introductory Statement for Families
- Parent Permission Slip for In-School Tutoring: English and Spanish
- Tutor-Family Communication Continual Updates

- Tutor-Student Goal Setting Conferences
- Goals Master List Example Tracker
- School- Program Communication: Kickoff Meeting Agenda
- Teacher-Tutor Communication: Kickoff Meeting Agenda
- Teacher-Tutor Communication: Continual Updates

Data Use

Measures & Data Collection

- Developing a Performance Measurement Plan
- Performance Measurement Plan Template
- Data Collection Tools Examples (Surveys, Rubrics, and Assessments)
- Student Data Privacy Guidance

Evaluation & Improvement

- Developing Routines for Regular Data Review
- Standard Data Review Protocol
- Student Data Review Protocol

Instruction

Content

- Aligning Tutoring Curriculum to School Curriculum
- Saga Sample Lesson Activity
- Personalizing a Tutoring Session
- Accessibility Checklist
- Tips for Creating Data-Informed Student Groups
- Choosing and Using Blended Learning Software

Structure

- Example Tutoring Session Structure

Facilitation

- Facilitation Moves Checklist: One-on-One Tutoring
- Effective Facilitation Guidelines: Small Group Tutoring
- Choosing and Using Virtual Tutoring Programs

Relationship-Building

- Strong, Academically Focused, Tutor-Student Relationships
- Relationship- Building Activities

- Mentoring Mindset Training
- Mentoring Mindset Training - Facilitator's Guide
- Culturally Relevant and Inclusive Tutoring
- Cultivating a Growth Mindset
- Matching Tutors with Students

Equity

- Conducting a Community Landscape Analysis
- Tutor Job Description Guidance
- Tutor Recruitment Strategy
- Tutor Selection Strategy
- Pre-Service Training Guidance
- In-Service Training & Support Guidance
- Personalizing a Tutoring Session
- Accessibility Checklist
- Strong, Academically Focused, Tutor-Student Relationships
- Relationship- Building Activities
- Culturally Relevant and Inclusive Tutoring
- Tutor-Family Communication: Crafting an Introductory Statement for Families
- Tutor-Family Communication Continual Updates
- Developing a Performance Measurement Plan

Safety

- Data Use: Student Data Privacy Guidance
- Tutors: Pre-Service Background Check Guidances
- Tutors: Setting Expectations with Tutors
- Instruction: Choosing and Using Virtual Tutoring Platforms
- Learning Integration: Tutor-Family Communication

Cohesion

- Tutoring Program Model Dimensions Planning Tool
- Developing a Value Proposition
- Logic Model Guidance and Template