**Weekly tutoring plan template**

Tutor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates student was present for tutoring: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **PLANNING** |
| --- |
| **Information from cooperating teacher re: student progress** |
| **Formal or informal data** |  |
| **Weekly Plan:** Target skill(s), essential vocabulary, evidence-based practices, materials |
| **Target skill(s)** |  |
| **Essential vocabulary**Include definitions |  |
| **Modeling**Describe how you will model the skill; include at least two forms of modeling |  |
| **Evidence-based practices**Include at least four examples to provide several opportunities for practice  |  |
| **Materials** |  |

| **DATA COLLECTION DURING SESSIONS** |
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| **Relationship-building:** Check-in about day, week, activities, etc. |
| **Student responses**(Note dates of each response) |  |
| **State goal, teach vocabulary, model skill** |
| **Student data:** Include detailed responses  |
| **Practice opportunity 1**Briefly describe practice; include detailed student response |  |
| **Practice opportunity 2**Briefly describe practice; include detailed student response |  |
| **Practice opportunity 3**Briefly describe practice; include detailed student response |  |
| **Practice opportunity 4**Briefly describe practice; include detailed student response |  |
| **Practice opportunity 5**Briefly describe practice; include detailed student response |  |
| **Practice opportunity 6**Briefly describe practice; include detailed student response |  |
| **CLOSING SUMMARY** |
| **Summary of progress:** How well did the student perform on activities throughout the week? Use the rubric below for guidance. |
| **Strengths/progress** |  |
| **Areas for additional growth** |  |
| **Data-informed decision:** Based on the student’s performance, what skills will you target next week? Provide evidence to explain why. |
| **Future target skills and evidence** |  |

|  | Inaccurate | Somewhat inaccurate | Somewhat accurate | Accurate |
| --- | --- | --- | --- | --- |
| Accuracy | -Completed all parts of activity incorrectly-Provided brief answers -Answers were inaccurate and show overall lack of understanding of concept or skill | -Completed few parts of activity correctly-Provided brief answers -Answers include multiple substantial mistakes and show limited understanding of the concept | -Completed most parts of activity correctly -Provided answers that have some depth-Answers include some minor mistakes and show partial understanding of the concept | -Completed all parts of activity correctly-Provided thorough answers and in-depth explanations-Answers include few, if any, minor mistakes and show full understanding of the concept |
|  | Incomplete | Partially incomplete | Partially complete | Complete |
| Completion | -Could not complete any parts of activity-Resistant to completing activity-Needed extensive prompting to complete each part of the activity | -Completed few parts of activity-Little interest in completing activity-Needed prompting several times to complete | -Completed most parts of activity -Content with completing activity-Somewhat motivated to complete but needed some prompting | -Completed all parts of activity fully-Excited to complete activity-Appeared motivated to complete, did not need additional prompting |
|  | Difficult | Semi-difficult | Semi-easy | Easy |
| Ease  | -Activities were too difficult to finish-Took large amounts of time to complete parts of activity | -Found activities difficult to finish-Took large amounts of time to complete parts of activity | -Completed activities with relative ease-Needed some time to complete parts of activity | -Completed activities easily-Took little time to complete all parts of activity |
|  | Not confident | Somewhat not confident | Somewhat confident | Confident |
| Confidence | -Consistently appeared to question their answers | -Frequently hesitated or changed mind when answering | -Sometimes appeared confident but other times unsure of self | -Consistently appeared confident when giving answers |