

Ongoing Support for Tutors

Observing and providing feedback to tutors is an important part of supporting tutor development and maintaining a strong tutoring program. Use this tool to guide your observations and target feedback to your tutoring staff.

Look Fors	Observation Notes
<p>1 Students are engaged with tutoring, and there are minimal disruptions. Students efficiently transition to assigned seats/stations for tutoring. Students get started with tutoring promptly and remain focused on lessons without sitting idly. Students successfully progress through lessons, show work, and/or track progress. Students consistently use devices and headsets properly to complete lessons. Students properly log out and transition to their next activity.</p>	
<p>2 The tutor provides and/or monitors instruction. The tutor provides instruction to some students while others are engaged with Personalized Instruction. The tutor monitors student engagement by scanning the classroom regularly. The tutor provides encouragement or redirection when a student is sitting idly, off task, or clicking through a lesson without effort. The tutor reminds students of routines and procedures when needed. There is evidence that the tutor has a weekly routine of reviewing Personalized Instruction data including Lesson Time-on-Task, Percent of Lessons Passed, and Student Lesson Alerts.</p>	
<p>3 The tutor reviews results and engages students in Personalized Instruction. The tutor meets with students to set goals for Personalized Instruction. The tutor helps students set goals and reflect on Personalized Instruction. Students use materials to support their work in online lessons and create artifacts of learning (e.g., lesson trackers, lesson reflection tools, scratch paper).</p>	
<p>4 Add your own Look Fors to reflect district/school goals.</p>	

Look Fors**Observation Notes**

Deliver Differentiated Instruction

1 There is evidence that the tutor establishes clear routines and procedures to support small group instruction.

Directions and assignments for small group instruction are clearly posted.
 Students follow noise level expectations in each rotation.
 Students follow a protocol for asking questions or getting help when they need it.
 Students understand what to do at their next rotation and how to transition.
 Students know where to turn in their completed work for each station.
 Students know what to do after work is completed at a station if they finish early.

2 The tutor identifies resources and adequately prepares for each station.

There is evidence that the tutor used data as part of the planning process.
 The tutor identifies resources that will help students in each group reach each station's objective.
 The tutor prepares appropriate Tools for Instruction, Tools for Scaffolding Instruction, Teacher Toolbox resources, or other recommended resources for use in the teacher-led station that align to the most pressing needs of the student group.

3 Students are engaged in learning.

The learning objective for each small group is verbalized or written in student-friendly language.
 All students have the opportunity to practice the skill in the small group.
 During points of collaboration, students are on task and engage in meaningful conversation.

4 The tutor checks for understanding during the lesson and responds immediately.

The tutor uses prompts from Tools for Instruction, Tools for Scaffolding Comprehension, or other means to check for students' understanding.
 If the tutor notices that students are not grasping the skill or are demonstrating misconceptions, the tutor provides immediate corrective feedback and reteaches or scaffolds instruction.

5 Add your own Look Fors to reflect district/school goals.

Key resources to support this Top Teacher Action are included here and can be accessed by selecting or searching:

- [Top Teacher Action Kit: Deliver Differentiated Instruction](#)
- [FAQ: How do I create small groups for teacher-led instruction?](#)
- [Data Analysis Guide](#)