



Tutoring Kit

FOR TUTORS



Tutoring Kit

FOR TUTORS

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Five Things for Tutors

to Have Successful Tutoring Sessions

1 Establish Clear Routines

- **Plan how students will enter, engage in, and exit** the tutoring session.
- **Teach the routines and have students practice** during the first two weeks of tutoring so they become predictable and consistent each session.
- **Acknowledge** when students are following the routines. As needed, provide reminders to students about how to follow the routines.

2 Be Prepared and Make the Best Use of Your Time with Students

- **Follow scheduling guidance** you've received from your coordinator or school.
- **Familiarize yourself with the tutoring resources** you will use to best address students' learning needs. Use guidance and recommendations noted in materials. If you have not been assigned resources, identify the ones that match the content you will teach.
- **Create an agenda** for each tutoring session. Note the amount of time you will spend on each activity.
- **Use a timer** to ensure that you stick to the allotted time and get to each planned activity.

3 Get Students Excited to Learn

- **Use engagement strategies** throughout the session.
- **Set learning goals** with students, and help them monitor and track their progress.
- **Check for understanding** about the topics covered in each session so you can informally assess students' learning.

4 Partner with Teachers and Families

- **Meet with tutoring coordinators and/or students' teacher(s)** to discuss student progress and data every three to four weeks.
- **Reach out to families** to share progress of student growth.

5 Equip Tutors to Maximize Instructional Time

- **Step back to reflect on and adjust** tutoring practices.
- **Collaborate with other tutors** to share what is working and get ideas.
- **Implement** new tutoring practices.

Establishing Routines and Procedures

The Three Es of Tutoring Routines: Entering, Engaging, and Exiting

Creating a consistent and predictable learning environment will allow students to focus on the content from the start to the end of each tutoring session. Use these questions to help you plan and implement effective routines and procedures to maximize learning time.

1. Entering the Tutoring Session

Determine how students will enter the session. Answer the following questions:

Student	Tutor
• How will students know when it is time to walk into the tutoring space? • What path will students use to get quickly from the entrance to the tutoring area? • Where will each student sit? • Where will students put their backpack and other materials?	• How will I indicate to students it is time to enter the tutoring space? • How will I greet students? • How will I show students where to walk to get quickly from the entrance to the tutoring area? • How will I show students where to sit? • How will I show students where to put their backpack and materials?

2. Engaging During the Session

Determine how students will engage during the session. Answer the following questions:

Student	Tutor
• Where will students put their tutoring materials? • How will students ask to get a material or item they need (e.g., pencil, paper, or manipulative)? • How will students quickly log in to computers or tablets? • How will students ask and answer questions? • How will students show they understand or do not understand a concept? • Where will students write their learning goals? • How will students track their progress?	• How will I keep track of time (e.g., use a timer)? • How will I distribute tutoring materials quickly and efficiently? • Where will I put the extra tutoring materials or supplies? • Where will computers or tablets be set up? • How will I teach students how to ask and answer questions (e.g., raise hand and wait to be called on)? • How will I assess students' understanding? • How will I support students in creating learning goals? • How will I monitor, track, and celebrate student progress?

3. Exiting the Tutoring Session

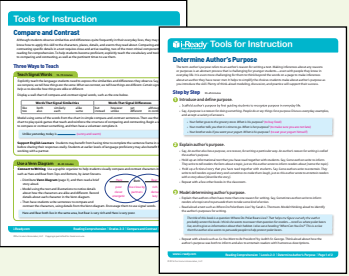
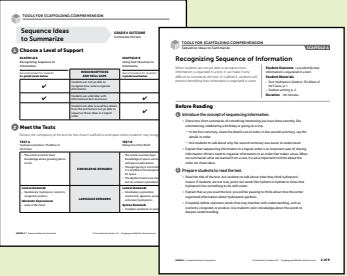
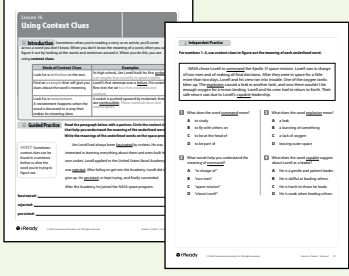
Determine how students will exit the session. Answer the following questions:

Student	Tutor
• What should students do when the session is ending? • Where will students put their completed tutoring materials? • How will students log off computers or tablets? • How will students gather their other materials (e.g., backpacks and books)? • What pathway will students use to safely and efficiently exit the tutoring space?	• How will I indicate the tutoring session is ending (e.g., timer goes off, give a direction with a countdown such as, "Eyes on me in 3, 2, 1")? • Where will I put students' completed tutoring materials? • How will I provide students' feedback on their growth (e.g., "Today, you did well with _____. Next time, one thing you can improve upon is _____.")? • How will I communicate with families and teachers about each student's progress? • How will I teach students the pathway to safely and quickly exit the tutoring space?

ELA Tutoring Support Pack Overview

The English Language Arts (ELA) Tutoring Support Pack contains selected materials for Grades K–8 that can be used by student-facing staff of all experience levels. See below for guidance on how to use and navigate these files.

Resources Available

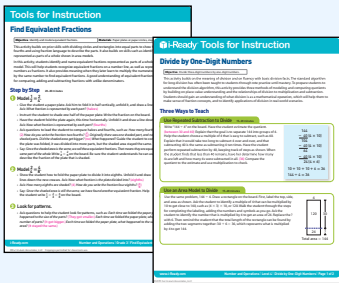
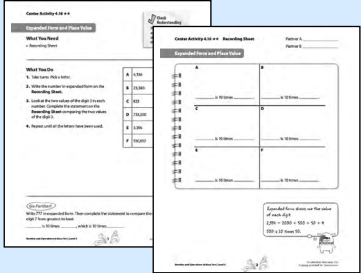
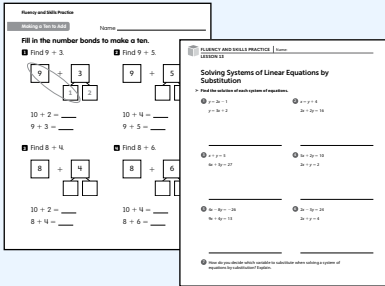
Tool	What They Are	Use To
Tools for Instruction (Grades K–8) <i>Available in English (Grades K–8) and Spanish (Grades K–6)</i> 	Short, targeted, skills-based mini-lesson plans for teacher- or tutor-led instruction that can be used to address unfinished learning	• Provide differentiated, small group instruction, targeting identified needs.
Tools for Scaffolding Comprehension (Grades 3–8) 	Tools to help teachers and tutors scaffold comprehension and support students in accessing grade-level texts	• Provide lesson plans for each priority skill to prepare students for upcoming grade-level instruction. • Assign developmentally appropriate texts for students reading One Grade Level Below or Two or More Grade Levels Below to support differentiated instruction and address unfinished learning.
Reading Activities (Grades K–8) <i>(English Grades K–8, English with Instructions in Spanish for Tutor Grades 7–8)</i> 	Worksheets students can complete independently to practice prerequisite and grade-level ELA skills	• Support students with practicing skills in Personalized Instruction lessons they did not pass. • Give students additional opportunities at comprehending texts by using text evidence to support their inferences.

FOR TUTORS

Mathematics Tutoring Support Pack Overview

The Mathematics Tutoring Support Pack contains selected materials for Grades K–8 that can be used by student-facing staff of all experience levels. See below for guidance on how to use and navigate these files.

Resources Available

Tool	What They Are	Use To
Tools for Instruction (Grades K–8) <i>*Available in English and Spanish</i> 	Short, targeted, skills-based math mini-lesson plans for teacher- or tutor-led instruction that can be used to remediate unfinished learning	- Provide differentiated, small group instruction, targeting needs identified in the <i>i-Ready Inform</i> Results (Student) report's and the Prerequisites report's Recommended Resources. - Provide individualized instruction aligned with Next Steps for Instruction on individual <i>i-Ready Inform</i> results.
Math Center Activities (Grades K–8) 	Student-led games and collaborative activities for each math standard in three different forms for use with groups that are working on, below, or above grade level	- Engage students in practicing a specific math skill based on their Personalized Instruction data or other data points. - Support students in working collaboratively at their current skill level. - Facilitate student agency and leadership through a student-led activity while you provide teacher- or tutor-led instruction to other students.
Fluency and Skills Practice (Grades K–8) 	Independent practice for students to increase computational and fact fluency	- Give students an opportunity to practice core functions in order to access more complex concepts and procedures. - Time students on their speed and accuracy.

Tutoring Group Learning Plan

Once you have been assigned the students you will tutor, it is helpful to understand their learning needs, familiarize yourself with the resources available, and plan how you will use the resources. This plan will guide your work with students for several months, and you can refer back to it when planning your daily tutoring session agendas.

1. Identify learning needs for each student based on data. Note common learning needs that you can address as a group.
2. Choose resources to use.
3. Determine how you will use the resources:
 - A. Will the resources be:
 - Tutor-led?
 - Student-led?
 - Independent work?
 - B. How long do you anticipate it taking?
 - C. Which question(s) will you select from the resources to check for students' understanding at the end of the activity?



WORKSHEET

Tutoring Group Learning Plan

Use this planning tool, along with student *i-Ready Inform* data, to understand your students' learning needs, familiarize yourself with the resources available, and plan how you will use the resources to support your students.

1

2

3

Students	Learning Goals to Address in Tutoring	Resources to Use	Plan for Using Resources

Tutoring Kit—for Tutors

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WORKSHEET *Example*

Tutoring Group Learning Plan

Students	Learning Goals to Address in Tutoring	Resources to Use	Plan for Using Resources
Cam McCormick	• Identify the value of the digits in three-digit numbers	TFI: Compare and Order Three-Digit Numbers TFI: Two-Digit Addition with Regrouping	Tutor-led, 15 min.; CFU: from TFI Tutor-led, 20 min.; CFU: from TFI
	• Compare and order three-digit numbers	TFI: Two-Digit Subtraction with Regrouping F&SP: Ways to Compare Three-Digit Numbers F&SP: Strategies to Find a Missing Addend	Tutor-led, 20 min.; CFU: from TFI Independent work, 5 min.; CFU: Question 13 from F&SP Independent work, 10 min. (split over two sessions); CFU: Questions 17 & 18 from F&SP
	• Add and subtract two-digit numbers with regrouping	MCA: Understand Three-Digit Numbers (Below) MCA: Compare Three-Digit Number Vocabulary (Below)	Student-led, 15 min.; CFU: from MCA Student-led, 15 min.; CFU: from MCA
Zane Garcia	• Identify the value of the digits in three-digit numbers	TFI: Counting by 5s TFI: Two-Digit Addition with Regrouping	Tutor-led, 20 min.; CFU: from TFI Tutor-led, 20 min.; CFU: from TFI
	• Add and subtract two-digit numbers with regrouping using models	TFI: Two-Digit Subtraction with Regrouping F&SP: Adding by Counting On and Making a Ten F&SP: Counting On and Making a Ten to Subtract	Tutor-led, 20 min.; CFU: from TFI Independent work, 5 min.; CFU: Question 17 from F&SP Independent work, 5 min.; CFU: Question 9 from F&SP
	• Count and group by 5s, 10s, and 100s	MCA: Understand Three-Digit Numbers (Below) MCA: Add and Subtract within 100 (Below)	Student-led, 15 min.; CFU: from MCA Student-led, 15 min.; CFU: from MCA
Anna Matthews	• Compare and order three-digit numbers	TFI: Compare and Order Three-Digit Numbers TFI: Two-Digit Addition with Regrouping	Tutor-led, 15 min.; CFU: from TFI Tutor-led, 20 min.; CFU: from TFI
	• Subtract a one-digit number from a two-digit number	TFI: Two-Digit Subtraction with Regrouping F&SP: Ways to Compare Three-Digit Numbers F&SP: Strategies to Find a Missing Addend	Tutor-led, 20 min.; CFU: from TFI Independent work, 5 min.; CFU: Question 13 from F&SP Independent work, 10 min. (split over two sessions); CFU: Questions 17 & 18 from F&SP
	• Add and subtract two-digit numbers with regrouping	F&SP: Counting On and Making a Ten to Subtract MCA: Understand Three-Digit Numbers (Below)	Independent work, 5 min.; CFU: Question 9 from F&SP Student-led, 15 min.; CFU: from MCA



WORKSHEET

Tutoring Group Learning Plan

Use this planning tool, along with student *i-Ready Inform*™* data, to understand your students' learning needs, familiarize yourself with the resources available, and plan how you will use the resources to support your students.

Students	Learning Goals to Address in Tutoring	Resources to Use	Plan for Using Resources

*i-Ready Inform was formerly named i-Ready Diagnostic.

Examples of Tutoring Session Agenda

Use these examples as guidance to create agendas for each tutoring session.

Initial Tutoring Session Agenda: 30 Minutes

When you launch tutoring, start with a “getting to know you” approach. If you have a longer tutoring block, consider spending additional time to set learning goals with students.

Objective	Time	Resource/Suggested Language
Establish rapport with students.	15 min.	<i>How are you feeling today?</i> <i>What do you do for fun?</i> <i>What would be your super power?</i> <i>What are you most proud of yourself for doing this past week/month/year?</i>
Students complete questionnaire.	10 min.	How Are You Doing? Questionnaire <i>We care about how you are doing and want to make sure we create a space for us to be able to reflect on how we are feeling. We also know that everyone may be feeling differently. By checking in on ourselves and our friends, we are able to show compassion to ourselves and empathy for others in the tutoring community.</i> <i>Is there anything you want to share that is on your mind after completing the questionnaire?</i>
Students set learning goals.	5 min.	<i>What are one to two things you want to learn this semester/year in tutoring?</i> <i>How can you accomplish your goal(s)?</i> <i>How can I help you accomplish your goal(s)?</i>

Quarterly Check-In Agenda: 30 Minutes

Every two to three months, use one tutoring session to check in with students about their progress. Look at tutoring data and revisit learning goals to discuss their growth and next steps. If you have a longer tutoring block, consider spending additional time establishing rapport with students and reviewing learning goals and progress.

Objective	Time	Resource/Suggested Language
Establish rapport with students.	3 min.	Pencils and tutoring journals <i>Do Now: What are you most proud of learning this year?</i>
Review students' <i>i-Ready</i> dashboard.	5 min.	<i>i-Ready</i> student dashboard <i>What is your Lesson Streak? How can you beat it?</i>
Review students' learning goals and students' reflect on progress (i.e., one to two strengths and one to two areas of growth).	10 min.	Learning reflection worksheet <i>What are one to two things you accomplished?</i> <i>What are one to two things you want to learn?</i>
Students set new learning goals.	12 min.	Learning goal trackers <i>What is your Time-on-Task goal for each week? What is your Lesson Streak goal?</i> <i>What are one to two things you want to accomplish this semester/year?</i>

Ongoing Tutoring Session: 45 Minutes

Objective	Time	Resource/Suggested Language
Welcome students and build rapport.	3 min.	Markers and whiteboards <i>Do Now: What was your favorite part of the day?</i>
Teach the skill using a TSC, and check for understanding.	30 min.	TSC: Describe What Happened and Why CFU from TSC: Complete the What Happens and Why graphic organizer.
Facilitate interactive tutorial.	10 min.	<i>i-Ready Personalized Instruction</i>
Monitor and track progress.	2 min.	<i>i-Ready</i> student dashboard

Ongoing Tutoring Session: 30 Minutes

Objective	Time	Resource/Suggested Language
Welcome students and build rapport.	3 min.	Markers and whiteboards <i>Do Now: What are you looking forward to most this weekend?</i>
Teach the skill using a TFI, and check for understanding.	10 min.	Add Multi-Digit Numbers CFU from TFI: Solve 52–39, using base-ten blocks as necessary to help with regrouping. Have the students explain aloud the steps they took.
Facilitate interactive tutorial.	10 min.	<i>i-Ready Personalized Instruction</i>
Engage students in timed fluency practice.	5 min.	F&SP: Counting On and Making a Ten to Subtract
Monitor and track progress.	2 min.	<i>i-Ready</i> student dashboard



WORKSHEET

Tutoring Session Agenda

Use this worksheet to map out the time spent per activity.

Time	Objective(s)	Resource(s)



Tutoring with *i-Ready* Lessons

Prepare Them

Make sure they have what they need.

- Review the [Reference Sheet: Student Dashboard](#) to familiarize yourself with what students will see.
- Ensure each student has a **computer or tablet with headphones**.
- Give each student a **paper, pencil, and manipulative(s)** to show their thinking.

Help them focus.

- **Plan together** for how they will spend their time and when they will work on their learning activities.
- **Direct students to the To Do section** for upcoming lessons. Consult with your tutoring coordinator to determine if students should work on My Path or Teacher-Assigned Lessons.
- **Encourage them** to take their time, ask questions, and write things down.

Support Them

Keep them motivated.

- **Be a personal coach!** The lessons are interactive. Consider pausing the lesson two to three times and asking students questions about the content to check their understanding.
- Explain that **working on *i-Ready* will help them** continue their learning and make sure they are reading for in-class instruction.
- Encourage them **to take each lesson and quiz seriously**.
- Remind students that **mistakes are part of learning**, and they are okay.
- If they don't pass a lesson, remind students they can take it again.

Help them track progress.

- **Monitor students' understanding** by observing their habits for notetaking, approach to problem solving, and/or strategies and materials they use to answer questions.
- **Get them talking about lessons** and what they're learning.
- **Check in at the end of their lessons.** Ask them to tell you or write down what they learned and if they have questions.
- Regularly review progress using the My Progress page on the student dashboard. Have students track their progress on their data trackers.

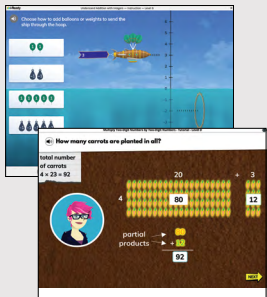
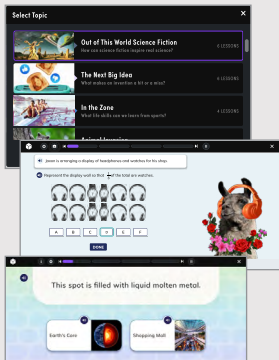
Celebrate Them!

Celebrate their progress.

- **Celebrate milestones such as passing a lesson or reaching a goal** (e.g., putting marbles in a jar after passing lessons).
- **Reward hard work and focus.**
- **Share progress** with teachers and families (e.g., use teacher and family communication templates).

What Is *i-Ready Personalized Instruction*?

i-Ready Personalized Instruction has online lessons in both Mathematics and Reading that include instruction and practice. Each lesson concludes with a short, scored quiz to help you and your students know how they did.

Subject	Domains	Grades	Types of Lessons
Mathematics 	Number and Operations	K–8	Instruction Lessons: - Introduce new content to students - May include instructional animations, exploratory activities, and embedded practice problems Practice Lessons: - Designed to immediately follow an instructional lesson and help students strengthen their understanding of the topic
	Algebra and Algebraic Thinking		
	Measurement and Data		
	Geometry		
Reading 	Phonological Awareness	K–1	Instruction Lessons: - Introduce new content to students - May include instructional animations and exploratory activities Close Reading Lessons: - Scaffold students' ability to read longer, more challenging texts independently
	Phonics	K–3	
	High-Frequency Words	K–2	
	Vocabulary	K–8	
	Comprehension	K–8	
	Comprehension: Close Reading	2–5	
Reading and Mathematics 		6+	An enhanced, age-appropriate experience featuring prioritized lesson progressions and streamlined content to accelerate learning for older students. <i>i-Ready Pro's Essential Lessons</i> are designed for students performing below grade level who need additional support in content foundations. <i>i-Ready Pro's Elevate Lessons</i> are designed for students performing near, on, or above grade level who are ready to engage in grade-level content.

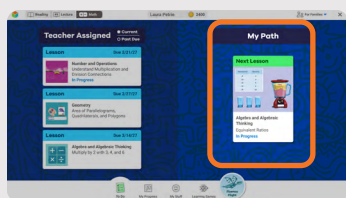
How Are Online Lessons Structured?

Use the details below to determine which elements of Personalized Instruction to use to support your tutoring instructional goals and how you'll incorporate online instruction into your tutoring agendas. Please keep in mind and plan for the priorities for Personalized Instruction that your tutoring coordinator may have set.

I want students to:

Engage with online lessons that will support their specific needs.

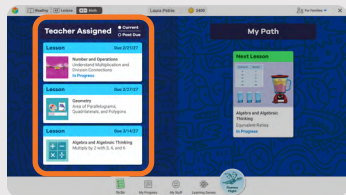
My Path Lessons*



Based on each student's *i-Ready Inform* data, these lessons meet students where they are to provide appropriate instruction in given domains.

- At the end of each lesson, students will complete a quiz. The pass rate is 67 percent.

Teacher-Assigned Lessons*

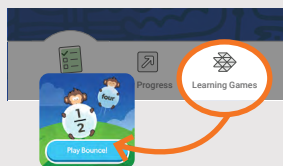


Teachers may assign these lessons to students for targeted instruction.

- Students may be assigned online lessons, Interactive Practice, or Comprehension Checks.
- **Note: If students have been assigned Comprehension Checks, do not have them complete during tutoring.**

Build math fluency and numeracy through engaging practice.

Learning Games**

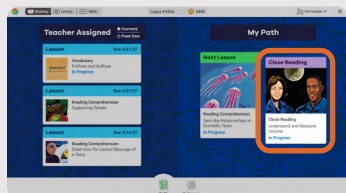


Fun and interactive games strengthen understanding and provide practice of mathematical concepts.

- Can be used for additional practice of specific mathematics concepts/skills
- Should be played for roughly 20 minutes per week or more
- Should supplement—not replace—existing math instruction

Gain exposure to longer, more challenging texts.

Close Reading Lessons (Grades 2–5)*



Longer, more challenging reading lessons scaffold student ability to read and comprehend more complex texts independently.

- Close Reading lessons are automatically assigned in the students' My Path lessons, but teacher may also assign additional Close Reading lessons through Teacher-Assigned Lessons.
- Provide specific guidance for how long students should work on Close Reading lessons during tutoring, as these are typically longer lessons.

*Students' weekly usage time of Personalized Instruction should reflect both My Path and Teacher-Assigned Lessons.

**Time spent playing Learning Games is outside the weekly Lesson Time-on-Task spent in online lessons.



TIPS AND TOOLS

Engaging Students in Tutoring

It is important to keep students engaged and invested in their learning, especially when they are in tutoring. The skills they are working on during tutoring sessions will help address unfinished learning and support them in accessing grade-level content. Tutors have found creative ways to keep students engaged using *i-Ready* resources. Consider these practices they found helpful when planning your own activities and strategies.

Tips

- **Check in with students** to see how they are doing and build rapport.
- **Track students' progress** to note what each student worked on, their strengths, and areas of growth.
- **Have students set goals and track their progress** with *i-Ready* online lessons by maintaining data trackers and learning reflections.
- **Set goals for the tutoring group**, and track the Percent of Lessons Passed or progress toward meeting group goals.
- **Share with the tutoring group and students' families** weekly how they are progressing in Personalized Instruction.
- **Send postcards, notes, and certificates home** to celebrate student progress.
- **Modify how you celebrate** based on age group.

Tools

[Student Check-In Worksheet](#)

[Tutoring Session Weekly Tracker](#)

[Tutoring Session Reflections](#)

[Goal-Setting Guidance](#)

[Tutoring Group Goal Tracker](#)

[Keeping All Students Engaged](#)

[Certificates](#)

[Family and Teacher Communication Prompts](#)

Student Check-In Worksheet

It is important to check in with students to see how they are doing. Students learn more from people with whom they have built relationships and trust. Use this worksheet to get updates from students, determine the kind of support they may need, and modify your plans.

Name: _____

Date: _____

How Are You Doing?

Respond to the following statements by marking a column.

There are no right or wrong answers, and you won't get in trouble for anything you share.

I just want to check in and see how you're doing.

Learning Space	Agree	Disagree	Don't Know	Prefer Not to Say
1. I feel comfortable in the tutoring space.	☐	☐	☐	☐
2. I can stay organized during tutoring.	☐	☐	☐	☐
Support				
3. I understand what I need to work on during tutoring.	☐	☐	☐	☐
4. I know how I'm doing on my tutoring work.	☐	☐	☐	☐
5. I have one-on-one conversations with my tutor as often as I need.	☐	☐	☐	☐
6. I have the support I need to learn and grow during tutoring.	☐	☐	☐	☐
Activities				
7. I like the type of activities I'm being asked to do (e.g., online lessons, independent work).	☐	☐	☐	☐
Motivation				
8. I feel motivated to do my work.	☐	☐	☐	☐
9. I'm getting the recognition I need to feel motivated.	☐	☐	☐	☐
10. I know I am working hard and doing the best I can.	☐	☐	☐	☐

What else would you like to share, related to class or not, that you want me to know about?

Write or draw your response below.



FOR TUTORS

Tutoring Session Weekly Tracker

Tutor Name: _____ Week(s) Of: _____

General Feedback					
Student	Date:	Date:	Date:	Date:	Date:
Name					
Worked On					
Strength					
Area of Growth					
Name					
Worked On					
Strength					
Area of Growth					
Name					
Worked On					
Strength					
Area of Growth					



GRADE K

Tutoring Session Reflection

Name: _____

Date: _____

My tutoring learning goal:

What did you learn today?

Draw a picture of what you learned!



GRADES 1-2

Tutoring Session Reflection

Name: _____

My tutoring learning goal:	
I will meet my learning goal by:	

Date	What did you learn today?	What questions do you have?



GRADES 3-5

Tutoring Session Reflection

Name: _____

My tutoring learning goal:	
I will meet my learning goal by:	
Meeting this learning goal will help me:	

Date	Today I learned:	I am proud of:	A question I have is . . . / I want to learn more about . . .



GRADES 6-12

Tutoring Session Reflection

Name: _____

My tutoring learning goal:	
I will meet my learning goal by:	

Date	Today I worked on:	I am proud of:	Next time my goals are:

Tutoring Group Goal Tracker

Use this tracker to note progress students make toward meeting your tutoring group's goals. Use the following questions to determine the goal(s) you will note at the top of the chart. Hang this chart in your tutoring space, and fill in the thermometer as students meet benchmarks toward the tutoring group's goal!

What are one to two things we want to learn as a tutoring community?

What is our Time-on-Task goal for each week?

What is our Lesson Streak goal?

What are one to two things we want to accomplish this semester?

A large thermometer graphic for tracking goals. At the top is a banner with the word **GOAL!** and a blank line for writing. The thermometer has a bulb at the bottom and a vertical scale with 10 horizontal lines. The bulb and the bottom portion of the scale are shaded gray. The i-Ready logo is in the bottom right corner of the graphic area.



TIPS AND TOOLS

Keeping All Students Engaged—by Age Group

Engaging students in their learning is essential to their success. Teachers who have successfully engaged students with *i-Ready* have proven these strategies work at any grade level if you make adjustments to ensure activities are age appropriate.

Prepare Students and Set Expectations	Have Students Track Their Progress	Regularly Share Updates and Celebrate	Hold Tutoring Group Competitions and Celebrations	Talk to Students About Their Data
 Younger Students Focus on the fun, and celebrate their progress individually and as a class as often as possible.				
• Make sure students know how to use their technology. • Ensure students can log in and take their lessons. • Get students excited to take online lessons.	• Teach students how to read the dashboard and check their progress. • Have families help students track the information that appears on their dashboard.	• Send certificates and notes home and call families. • Acknowledge students in front of the class. • Leverage materials that showcase the <i>i-Ready</i> characters.	• Keep a tutoring group competition tracker that's easy to display. • Reward tutoring group achievements (e.g., virtual field trips, a teacher video, or silly pictures).	• Give students feedback at the end of each session, noting one thing they did well and one area of growth (e.g., "Today you did well with _____. Next time, we will focus on _____"). • Send communication to families and teachers outlining what the student worked on, their progress, and their area(s) of growth.
 Older Students Focus on the "why," ensuring they understand the benefits of Personalized Instruction and helping them take ownership.				
• Help students understand the benefits of Personalized Instruction and how it helps. • Have conversations with students about why lessons are assigned to them (e.g., "These lessons address areas where you need support").	• Have students keep track of their lesson progress and reflect on their learning.	• Ask students how they want to be celebrated, and create a system to match. • Send positive notes or text messages, or call families.	• Have a student leader maintain a class competition tracker. • Reward tutoring group achievements (e.g., free time, homework passes, permission to eat snacks during class).	• Have students reflect on one strength and one area of growth from the tutoring session. • Have students document their progress to communicate with their families and teachers, outlining what they worked on, their progress, and their area(s) of growth.
Tools Digital Readiness Activities - Getting Students Ready Presentation (Grades K–5: English Spanish) (Grades 6+: English Spanish)	Data Trackers, Pledge Sheets, and Learning Reflections (Grades K–5 6+)	Certificates	Class Data Trackers	Data Chats (Grades K–5 6+)

Family and Teacher Communication Prompts

As a tutor, you are a part of your students' educational journeys. It is helpful to frequently communicate with other people who play a large role in your students' learning experiences, including their family members and teacher(s). Here are some prompts you can use to guide your communication with them.

- What are the student's learning goals?
- What did the student work on this week?
- In what area(s) did the student exhibit strengths?
- In what area(s) does the student need additional support?
- What instructional supports have you provided to the student?
- How can the teacher/family member support the student with their area(s) of growth?
- What other information do you want to acquire from the family member or teacher?