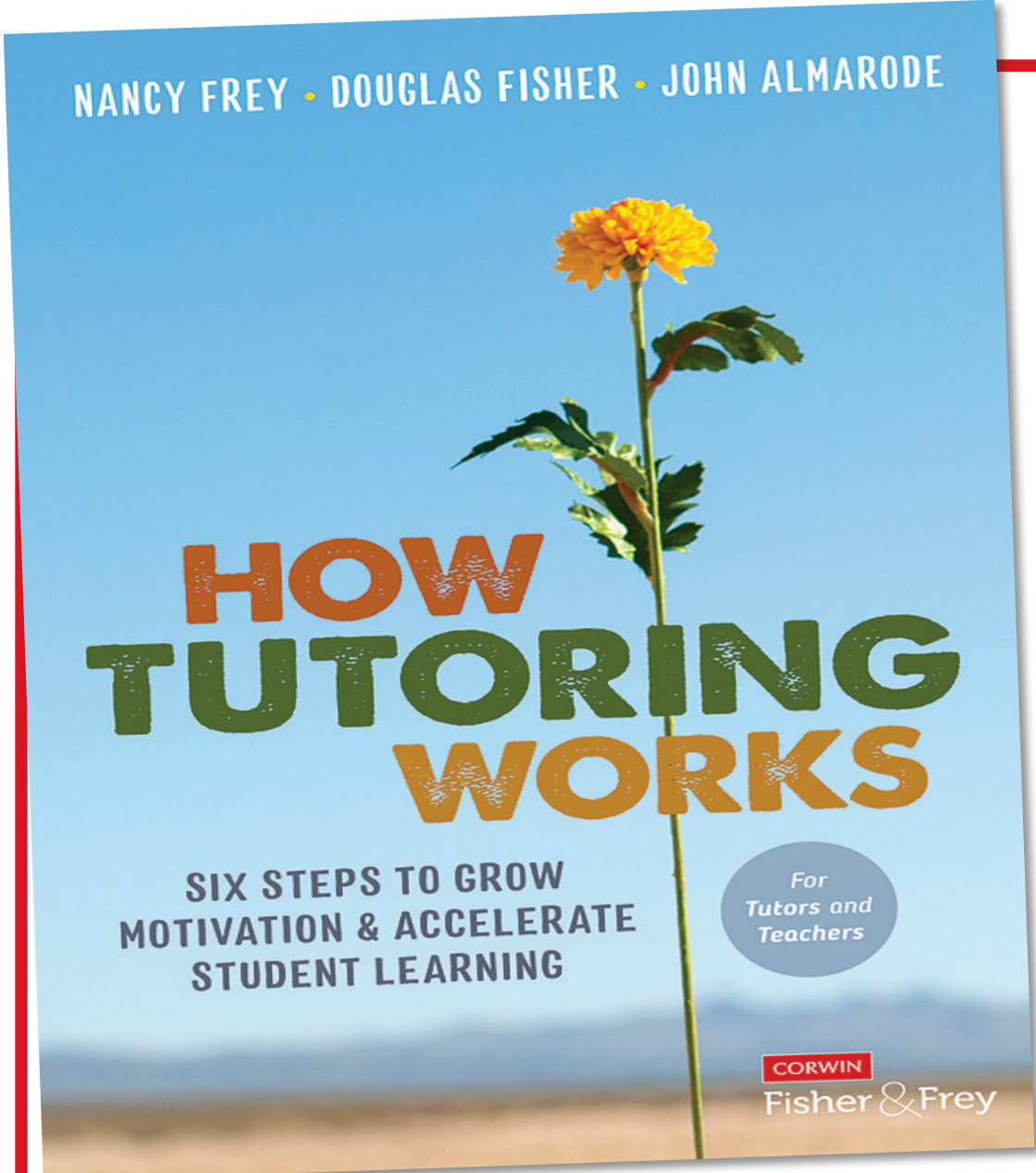


NANCY FREY • DOUGLAS FISHER • JOHN ALMARODE



# HOW TUTORING WORKS

SIX STEPS TO GROW  
MOTIVATION & ACCELERATE  
STUDENT LEARNING

For  
Tutors and  
Teachers

CORWIN  
Fisher & Frey

*Thank you*

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Please enjoy this complimentary excerpt from *How Tutoring Works*, by Nancy Frey, Douglas Fisher and John Almarode.

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**Figure I.3** Questions to Ask About the Tutoring Program

TOPIC	QUESTIONS
<b>Program goals</b>	<ul style="list-style-type: none"> <li>▶ What are the goals of the tutoring program?</li> <li>▶ How does the tutoring program work in conjunction with classroom learning?</li> <li>▶ How is the success of the program measured?</li> <li>▶ How is the success of students measured?</li> <li>▶ What is the supervision model for the tutoring program?</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>▶ How do tutors and classroom teachers collaborate and exchange information? Is there a designated time or channel for doing so?</li> <li>▶ What are the best ways for me to access supports (e.g., coaching and supervision)?</li> </ul>
<b>Professional learning</b>	<ul style="list-style-type: none"> <li>▶ What are the initial onboarding and program training opportunities?</li> <li>▶ How are tutors continuing their professional learning throughout the year?</li> </ul>
<b>Curriculum and materials</b>	<ul style="list-style-type: none"> <li>▶ What core curricular materials are available?</li> <li>▶ What supportive supplemental materials are available?</li> <li>▶ What modified materials are available for those students with IEPs (individualized education programs) who need them?</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>▶ Do tutors attend IEP and 504 meetings?</li> <li>▶ Who are the individuals that should be included in electronic communications?</li> <li>▶ How are families informed about tutoring progress?</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>▶ How are the results of applicable standards-based assessments shared with tutors?</li> <li>▶ How are the results of applicable diagnostic assessments shared with tutors?</li> <li>▶ What are the benchmark, interim, or curricular assessment responsibilities of tutors?</li> </ul>
<b>Recordkeeping</b>	<ul style="list-style-type: none"> <li>▶ What are the documentation requirements of tutors?</li> <li>▶ How is progress reported?</li> </ul>