



# Early Literacy Tutor Continuous Learning Resource Bank

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## Introduction

This Early Literacy Tutor Continuous Learning Resource Bank is part of the National Student Support Accelerator’s Professional Learning Toolkit for Early Literacy Tutors which consists of the following three sections:

- A [Framework for Professional Learning](#) that describes and provides resources for implementation for three recommended modes of professional learning, all with an understanding of and commitment to [Culturally Responsive and Sustaining Education](#):
  - [Practice-based Formal Learning](#)
  - [Feedback and Individualized Coaching](#)
  - [A Community of Support and Social Learning](#)
- An [Early Literacy Tutor Training Recipe Book](#) that offers critical ingredients in the four core content areas needed to build a strong scope and sequence of training, before tutors are working directly with students.
  - Culturally Responsive and Sustaining Education
  - Building Relationships with Young Children
  - How Children Learn to Read and How Adults Teach Them to Do So
  - Supporting the Whole Child
- This Early Literacy Tutor Continuous Learning Resource Bank to support early literacy tutoring providers and districts to support ongoing professional learning of tutors, once they have begun instructing students. These resources are also organized by the same four core content areas listed above.

We have selected resources for inclusion in this bank because they meet two or more of the following criteria:

- Early literacy tutoring providers or experts in the field recommend them.
- Organizations provide them as open-source tools, available for free use by all.
- They align with an evidence-based, structured literacy approach to language and literacy instruction.
- They address topics related to important educational needs of the whole child, beyond language and literacy, are evidence-based, and honor the child’s full humanity.

We include online courses from the Cox Campus, a free learning portal designed to distill the science of reading into actions adults can take when interacting with children. These Cox Campus courses are accredited by the International Accreditors for Continuing Education and Training, and if tutors complete them, they will receive a certificate that shows their continuing education credit from an IACET accredited provider. Many states and school districts require teachers to use IACET CEUs toward license or certification renewal, and some birth through pre-K teachers can also apply their certificates for professional development requirements.

Use the resources from this bank, alongside the instructional and relationship-building materials your tutors use with students and artifacts from their tutoring sessions (e.g., video clips, student work, etc.), to build your own program of continuous learning for tutors. Different from our approach in the recipe book, we only suggest content areas for professional learning, rather than specific learning goals. This choice is intentional, as once tutors begin working with students, the goals they work toward should be individualized to the strengths and

needs of the tutor. The Coaching Goals section of the [Framework for Professional Learning](#) offers guidance for how to set such goals.

In some circumstances it is strategic to identify in advance a common set of learning objectives that all or most tutors will work toward. For example, if your program has limited training time, you might prioritize tutor time with some of the resources from the lengthier training sequences, or you might know from previous years that most tutors find a common set of practices challenging in the first few weeks. You might get in front of that challenge by being prepared with “just in time” professional development support when the common challenge arises.

While we leave these specific decisions to you, we offer resources across a range of areas that may be relevant to tutors.

## Resource Bank

Resources from the most time intensive training scope and sequence in the recipe book are also included in this resource bank. Providers that use the ~72 hour (or more) sequence will see some resources reappear in this bank.

Content Area	Resources Your Organization Can Have Tutors Learn from to Accomplish Goals
<p><b>Culturally Responsive and Sustaining Education</b></p>	<p><b>Choosing Diverse Texts</b></p> <ul style="list-style-type: none"> <li>In this brief video clip, <a href="#">Dr. Rudine Sims Bishop</a> shares her “Mirrors, Windows, and Sliding Glass Doors” analogy to discuss the importance of diversity in books and the authors who write them. We need books in which children can see reflections of themselves, but also look through and see other worlds.</li> <li>Lee and Low’s <a href="#">Beyond Good Intention: Selecting Multicultural Literature</a> is a brief article with clear guidelines, relevant for tutors who will choose their own read alouds or texts for older students to read.</li> <li>Colorín Colorado’s <a href="#">Diverse Books: Booklists and Related Resources</a> is a collection of resources to help tutors learn more about books representing diverse cultures and backgrounds, along with guidelines for selecting appropriate titles.</li> <li>In <a href="#">Black Language in Children’s and YA Lit</a>, Kaelyn Muir and colleagues at #BlackLanguageSyllabus highlights books and stories (and ways to teach with them) that center powerful examples of young Black people and their inventive approaches to Black Language as an asset to their literacy, learning, and life.</li> </ul> <p><b>Understanding the Relationship between Language, Race, and Power</b></p> <ul style="list-style-type: none"> <li>Scholar, educator and poet, <a href="#">Jamila Lyiscott, PhD</a>, notes that educators need to examine their ideas about “appropriate” and “inappropriate” language within school. Specifically, Lyiscott highlights that when educators dig into the roots of these ideas, central to them are the ways language, race and power impact the ways educators police the language patterns and practices of specific ethnic, cultural and racial groups.</li> </ul> <p><b>Learning about Students and Families</b></p> <ul style="list-style-type: none"> <li>Learning for Justice’s <a href="#">Culture in the Classroom</a> includes brief videos, reflection questions, and related resources about how teachers overcome stereotypical notions about students’ cultures, select diverse texts and authors, and honor home languages. These resources are geared for classroom teachers but are largely relevant to tutors as well.</li> <li>#BlackLanguageSyllabus emphasizes <a href="#">Black Language Education</a> as central to educators understanding the beauty, brilliance, and resilience of Black Language through Black children and youth language practices. They invite educators to “check” the anti-Black language ideologies they carry around with them, and interrupt the deficit thinking about Black Language that permeates classrooms and communities. Tutors are encouraged to view the Black Language + Black Children video and engage with the reflections.</li> </ul>
<p><b>Building Relationships with Young Children</b></p>	<p><b>Building Positive Relationships with Students</b></p> <ul style="list-style-type: none"> <li>Understood’s <a href="#">Building Positive Relationships with Students: What Brain Science Says</a> is a brief article that shares four reasons that positive relationships with students are important and how you can build them.</li> <li>The National Student Support Accelerator’s <a href="#">Toolkit for Tutoring Programs</a></li> </ul>

	<p>includes a relationship-building section with suggestions for relationship-building activities, a mentoring mindset training, how cultivating growth mindset can help strengthen the tutor-student relationship, and more.</p>
<p><b>How Children Learn to Read and How Adults Teach Them to Do So</b></p>	<p><b>Comprehensive Resource</b></p> <ul style="list-style-type: none"> <li>● Reading Rockets’ Reading 101: A Guide to Teaching Reading and Writing is an online course that presents some of the core information that educators need to help young children learn to read and write well and to support the children who struggle.       <ul style="list-style-type: none"> <li>○ <a href="#">Reading 101: A Guide to Teaching Reading and Writing - Introduction: How Children Learn to Read</a> offers brief written summaries of how word recognition and oral language comprehension typically develop over time for children. It also provides an overview of dyslexia and dysgraphia and the role that executive function has in reading development.</li> <li>○ The following modules are relevant and contain a pre-test, in-depth information via short explanations and videos, example instructional practices, practice assignments to process what you are learning, and a post-test. Modules focus on the following big five components of literacy (amongst others):           <ul style="list-style-type: none"> <li>■ <a href="#">Phonological and Phonemic Awareness</a></li> <li>■ <a href="#">Phonics</a></li> <li>■ <a href="#">Fluency</a></li> <li>■ <a href="#">Vocabulary</a></li> <li>■ <a href="#">Comprehension</a></li> </ul> </li> </ul> </li> </ul> <p><b>Print and Phonological Awareness; Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Cox Campus’ <a href="#">Early Literacy: Print Awareness, Phonological Awareness, and Alphabet Knowledge</a> is a 2.5 hour online course intended for educators working with K-2 students. The course helps educators understand print awareness skills, phonological awareness skills, and alphabet knowledge skills, and apply those to teaching practice and plan for the teaching of early literacy skills.</li> <li>● Cox Campus’ <a href="#">44 Phonemes</a> is a brief video that models the correct pronunciation of the 44 phonemes of the English language.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>● Student Achievement Partners’ Fluency resources, including:       <ul style="list-style-type: none"> <li>○ <a href="#">Reading Fluency</a> 3-part series (What is Reading Fluency?; Building Reading Fluency; Determining Reading Fluency)</li> <li>○ <a href="#">Fluency Passages and Resources</a> to use with students</li> </ul> </li> <li>● Tim Rasinski’s <a href="#">Fluency Rubric</a>, a rubric that assesses multiple dimensions of students’ oral reading fluency and can help build a tutor’s complete understanding of what fluency includes</li> <li>● <a href="#">UnboundED ELA Guide: Building Fluency: Unbound A Guide to Grades K-2 ELA Standards</a> is an online guide that defines reading fluency and why it matters to overall reading proficiency, offers insight into how fluency develops, and provides proven and practical activities to build fluency, tied to the Common Core State Standards. Though intended for classroom use, it can be adapted to the tutoring context.</li> </ul> <p><b>Vocabulary and Oral Language</b></p> <ul style="list-style-type: none"> <li>● The Meadows Center’s <a href="#">10 Key Vocabulary Practices for All Schools</a> is a brief guide outlining instructional practices supported by research to build students’</li> </ul>

vocabulary. Though intended for classroom use, it can be adapted to the tutoring context.

- Reading Rockets' [Choosing Words to Teach](#), a brief excerpt from *Bringing Words to Life: Robust Vocabulary Instruction* that outlines principles educators might use to select which words to explicitly teach.
- Isabel Beck's, Margaret McKeown's, and Linda Kucan's [Taking Delight in Words: Using Oral Language to Build Young Children's Vocabularies](#) is an article that offers ways PreK through elementary educators can enhance the vocabulary development of children. It focuses on teaching words from texts that are read aloud to children and presents activities that help young children make sense of new words.
- Dr. Tim Shanahan's [Vocabulary Teaching](#) is a blog post with straightforward recommendations for teaching vocabulary to students.
- Reading Rockets' and Colorín Colorado's [Vocabulary Development with ELLs](#), an article offering a variety of instructional methods to teach vocabulary to English Language Learners.
- Edutopia's [What Productive Talk Looks Like in the Elementary Grades](#) is a brief article describing how to use sentence stems to scaffold student discussions, guide students to speak, actively listen, and build on each others' ideas. This article is most relevant to small group tutoring contexts but talk moves can also be adapted for use in one-on-one tutoring.

#### **Reading Comprehension**

- IES/WWC's [Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide](#) offers educators specific, evidence-based recommendations for teaching foundational reading skills to students in Kindergarten through 3rd grade. After an introduction, the guide outlines four recommendations (pp. 6-37). For each recommendation, the guide briefly summarizes the evidence, offers an implementation timeline, and explains and illustrates how educators can carry out the recommendation.
- IES/WWC's [Improving Reading Comprehension in Kindergarten through 3rd Grade Practice Guide](#) offers educators specific, evidence-based recommendations for teaching reading comprehension to students in Kindergarten through 3rd grade. After an introduction, the guide outlines five recommendations (pp. 10-38). For each recommendation, the guide briefly summarizes the evidence, explains and illustrates how educators can carry out the recommendation, and describes common roadblocks and possible solutions.
- [Building Standards-Aligned Read Alouds](#), from UnBoundEd's Winter 2019 Standards Institute
  - This set of resources includes a presentation, handout, and sample read aloud. It could be used to prepare tutors to do the significant intellectual work needed to develop their own standards-aligned read alouds. It is appropriate only for those programs that are asking tutors to plan cognitively complex read alouds and would likely need to be facilitated by an expert in a formal professional learning setting.
- Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). [The science of reading comprehension instruction](#). *The Reading Teacher*, 74(6), 663–672 is a lengthy but accessible journal article detailing what decades of research have taught us about the nature of comprehension and how to develop students' comprehension in schools.

#### **Supporting English Language Learners**

- Colorín Colorado's [Using Read-Alouds with English Language Learners](#), a blog post describing how an educator engaged students, brought in content-area connections, and included informal assessment to check comprehension in a first grade read-aloud.
- August, D. (2018). [Educating English Language Learners: A Review of the Research](#). *American Educator*. This article summarizes the most recent research on how best to educate English Language Learners from early childhood through high school, including seven principles from a recent consensus report released by the National Academies of Sciences, Engineering, and Medicine.
- IES/WWW's [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#) offers educators specific, evidence-based recommendations for teaching English learners in the elementary and middle grades: building their English language proficiency while simultaneously building literacy, numeracy skills, and content knowledge of social studies and science. After an introduction, the guide outlines four recommendations (pp. 13-68). For each recommendation, the guide briefly summarizes the evidence, explains and illustrates how educators can carry out the recommendation, and describes common roadblocks and possible solutions.

#### ***PreK Specific Guidance***

- (PreK only) Cox Campus' [Meaningful Conversations](#) is a 1.5 hour online course that prepares learners to apply complex vocabulary in conversations in a meaningful way; build connections with children and invite them into conversations; and modify the TALK strategy to each child's unique needs.
- (PreK only) Cox Campus' [Transforming Story Time](#) is a 3.5 hour online course that prepares learners to read interactively with preschool and PreK children; identify a focus book and explain why it should be read three times in a week; determine what to focus on during each of your three story reads.
- (PreK only) Cox Campus' [Building World Knowledge](#) is a 3 hour online course that will help learners choose REAL Time topics and identify the components of informational texts and choose appropriate informational texts to use with their children.
- (PreK only) Cox Campus' [Sharing Ideas Through Writing](#) is a 4 hour online course that will help learners describe the different stages of emergent writing for children; integrate strategies to support children's writing skill development; and design fun and exciting emergent writing activities to do with children.
- (Pre-K only) Cox Campus' [Supporting Dual Language Learners Right from the Start](#) is a 4.5 hour online course that prepares learners to describe dual language development, the benefits of bilingualism, and the role of first language in DLL's development; identify and explain the six essential ecosystem elements that contribute to an ecosystem for dual language learners to thrive; design culturally and linguistically responsive learning environments for dual language learners; and apply teaching practices that specifically support DLLs' development and build their foundation in language and literacy.

#### ***Tutoring with Explicit Instruction and Gradual Release of Responsibility***

- Rosenshine, B. (2012). [Principles of Instruction: Research-Based Practices That All Teachers Should Know](#). (12-19, 39) is an article presenting 10 principles of instruction that come from research in cognitive science, research on the classroom practices of master teachers, and research on cognitive supports to help students learn complex tasks. While principles #3 and 6 are highlighted in

the area of tutor learning directly below, all other principles are relevant to explicit instruction and gradual release of responsibility.

- MTSU’s Center for Dyslexia presents Dr. Anita Archer sharing a brief 5:46 minute video explaining [Why Explicit Instruction?](#) Dr. Archer explains the continuum between explicit instruction and discovery learning; the three major pedagogical steps in explicit instruction (I Do, We Do, You Do), the importance of adequate practice and the three types of practice (deliberate, spaced, retrieval); and the importance of all instruction being interactive so students are actively engaged and receive feedback throughout.
- Reading Rockets features Dr. Tim Shanahan blogging about [Gradual Release of Responsibility and Complex Text](#). This brief piece provides useful insight on how the gradual release model applies to text comprehension and can help your tutors avoid some common errors educators often make in trying to force-fit “I Do, We Do, You Do” onto text instruction. It is highly recommended for tutors supporting students to build language comprehension.
- The website <https://www.retrievalpractice.org/> offers free research-based practice guides and teaching tips related to how to help students get information out of their brains... rather than how to put it in. The information is neutral to content and grade-level, tutors will learn useful information for structuring their practice and feedback.
- [Saga Coach](#) is an online evidence-based tutor training program that gives educators tools they need to assist their learners. Recommended modules include:
  - **Tools for Tutoring: Ratio** (5 minutes) teaches tutors seven practical tools for making the most of every tutoring session.
  - **What Makes a High Quality Tutorial** (25 minutes) examines what a high quality tutorial looks like and explores the concept of ratio - the amount of time a tutor spends speaking to the amount of time students spend talking and thinking.
  - **Collaborative Learning** (10 minutes) teaches tutors practical tips for managing a small group so that everyone is participating.
  - **Tools for Tutoring: Rigor** (5 minutes) teaches tutors nine practical tools to keep a high level of rigor and not settle for less than students’ best, all designed to help students succeed and grow in every tutorial.
  - **Rigor** (45 minutes) teaches tutors the key elements of rigor and some Mastery moves to increase the rigor of tutorials.

#### **Checking For Understanding, Giving Feedback, and Adjusting to Meet Student Needs**

- Teach Like a Champion’s [Positive Cold Call Culture](#) is a 15-minute online training that allows tutors to learn how to establish a positive cold call culture in tutoring sessions, a technique particularly relevant to small group tutors. Resources exist for tutors to step into a classroom, study the technique, practice, and review and share their work. This training features classroom footage from a second-grade small group reading lesson.
- Teach Like a Champion’s [No Opt Out Options Flowchart](#) outlines how a tutor might support a student who responds to a check for understanding with “I don’t know” or “I can’t” to end the sequence with a valid response.
- Rosenshine, B. (2012). [Principles of Instruction: Research-Based Practices That All Teachers Should Know](#). (12-19, 39) is an article presenting 10 principles of instruction that come from research in cognitive science, research on the classroom practices of master teachers, and research on cognitive supports to help students learn complex tasks. Principles #3 (ask a large number of questions and check responses of all students) and #6 (check for



	<p>understanding) are relevant to this area for tutor learning.</p> <ul style="list-style-type: none"> <li>● Payne, B., &amp; Swanson, E. (2021). <a href="#">How to provide meaningful feedback: Teacher’s guide</a>. The Meadows Center for Preventing Educational Risk. This brief guide describes components of effective feedback, offering examples and non-examples of each, explains types of feedback, and explains how to make feedback specific and constructive.</li> <li>● Charter School Growth Fund’s <a href="#">“I See You. I Care. How Can I Help You Grow?”</a> is a blog post that uses Zaretta Hammond’s asset-based feedback protocol to analyze a virtual feedback conversation between an educator and student about a piece of writing. Though the virtual meeting features an older student, tutors can learn from the general principles and concrete examples of how to offer culturally responsive and asset-based feedback to students.</li> <li>● <a href="#">Saga Coach</a> is an online evidence-based tutor training program that gives educators tools they need to assist their learners. Recommended modules include: <ul style="list-style-type: none"> <li>○ <b>Checks for Understanding (CFUs)</b> (15 minutes) teaches tutors a key strategy for assessing students’ mastery real-time. Once you complete this module, you will understand how to implement CFUs to ask the right questions at the right time, use the data you gather to assess student understanding, and adjust instruction based on that insight. This helps you make every moment of the tutorial count.</li> <li>○ <b>Tools for Tutoring: Rigor</b> (5 minutes) teaches tutors nine practical tools to keep a high level of rigor and not settle for less than students’ best, all designed to help students succeed and grow in every tutorial.</li> <li>○ <b>Analyzing Student Work</b> (15 minutes) teaches tutors how to analyze student work during the tutorial to determine their understanding or missteps.</li> <li>○ <b>Maintaining High Expectations</b> (10 minutes) teaches tutors four leadership styles that tutors adopt and help you identify when you are in each role. Tutors are challenged to find the balance of high challenge and high support to help students grow.</li> </ul> </li> </ul> <p><b>Virtual Tutoring Session Implementation Best Practice</b></p> <ul style="list-style-type: none"> <li>● Cox Campus’ virtual literacy instructional resources, including: <ul style="list-style-type: none"> <li>○ <a href="#">Virtual Small Group Literacy Instruction Resources</a> includes brief lesson demonstrations, planning resources, and links to and descriptions of virtual resources.</li> <li>○ <a href="#">Engaging and Effective Virtual Read Alouds</a> includes lesson plans, tips, and tricks for virtual read alouds that hold students’ attention and build the language foundations they need.</li> <li>○ <a href="#">Virtual Assessment Guide</a> includes a demonstration video and links to resources for resources to help you know who students are and assess where they are as readers.</li> <li>○ <a href="#">Community Building in a Virtual Setting</a> includes advice and resources for building connections with students and their families.</li> </ul> </li> <li>● Colorín Colorado’s <a href="#">Teaching ELLs Online: How to Develop Students’ Language Skills</a> is an article that offers concrete tips and strategies to develop language skills in a virtual setting.</li> <li>● University of Florida’s Virtual Teaching Resource Hub offers: <ul style="list-style-type: none"> <li>○ Guidance on <a href="#">lesson structure</a> organized by grade-level, including lesson planning templates, examples, and sample video demonstrations</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ A <a href="#">library of instructional activities</a> designed to promote the development of strong foundational skills and <a href="#">tutorials</a> that are videos demonstrating how to implement some of these activities</li> <li>○ Tips for <a href="#">managing students' attention and behavior</a> during virtual reading instruction</li> <li>○ <a href="#">Tech tools and tips</a></li> <li>○ <a href="#">Teaching Reading Online</a>, a 6-part webinar series</li> <li>● Marshall Street Initiatives' <a href="#">Supporting Student Collaboration in a Virtual Setting: General Education and Small Group Services</a> offers guidance on how to set norms for virtual instructional settings; describes teaching tools for explicit modeling and scaffolding of student collaboration; and offers resources for extending learning with feedback and coaching conversations. This resource may be most relevant for tutors in small group settings.</li> </ul>
<p>Supporting the Whole Child</p>	<p><b><i>Supporting Students to Develop Socio-Emotionally</i></b></p> <ul style="list-style-type: none"> <li>● PBS's <a href="#">Core Competencies of Socio-Emotional Learning</a>, a collection of six videos that define and explain each of the core SEL competencies and offer practice examples for how to help children develop them. The videos were developed for educator professional development and parent training.</li> </ul> <p><b><i>Helping Children Regulate, Relate, and Reason</i></b></p> <ul style="list-style-type: none"> <li>● Dr. Bruce Perry's <a href="#">Regulating Yourself and Your Classroom</a> is an 8:12 minute video explaining how students and educators can often impact each other's moods and brain function and find effective strategies that help students and adults calm and regulate, decreasing behavioral challenges and improving academic engagement. While the video targets schools and classrooms, the suggestions are equally relevant to tutors.</li> <li>● Van Ness Elementary School and Transcend Education have documented a set of rituals and routines, called <a href="#">Strong Start Morning Routine</a>, that get students ready to learn by fostering a sense of safety, belonging, community, and self-efficacy. Strong Start includes seven elements, not all of which will be applicable or feasible in the tutoring context. Elements of Strong Start that may be most relevant for tutors include Greetings, Breathe &amp; Focus, and Purposeful Partnering (applicable to small group tutoring contexts). Each ritual includes an explanatory video, sample classroom videos across grade-levels, and a written quick guide that explains how to implement the ritual and offers rationale. Modifications for virtual environments are included. Video examples are set in whole class environments and in early childhood-elementary settings.</li> <li>● Van Ness Elementary School and Transcend Education have documented a set of strategies that demonstrate how adults model <a href="#">Intentional Language and Tone</a> with students, in order to be both compassionate and assertive. Each strategy related to Intentional Language and Tone includes a narrated, explanatory video with a classroom model, audio examples of the strategy, and a written quick guide that explains how to implement and offers rationale. Modifications for virtual environments are included. Specific strategies include (1) Set Clear Expectations; (2) Maintain Composure; and (3) Uphold Expectations. Video examples are set in whole class environments and in early childhood-elementary settings.</li> <li>● <a href="#">Saga Coach</a> is an online evidence-based tutor training program that gives educators tools they need to assist their learners. Recommended modules include:             <ul style="list-style-type: none"> <li>○ <b><i>Growth Mindset</i></b> teaches psychologist Carol Dweck's concept of "growth mindset" and the importance of holding that mindset toward</li> </ul> </li> </ul>

	<p>students and toward yourself as a tutor.</p> <ul style="list-style-type: none"><li>○ <b>J-Factor</b> explores ways tutors can bring joy to their tutoring sessions, as one way to build relationships with students.</li></ul>
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## Appendix: Considerations for and How to Access Saga Coach

Saga Coach is an online evidence-based tutor training program that gives educators tools they need to assist their learners. Developed by Saga Education, a leader in high-impact math tutoring, the portal is designed so that tutors can work at their own pace and, like all resources included in this tool, it is free of charge.

Providers weighing whether to have early literacy tutors use Saga Coach should consider:

- The Accelerator is recommending most, but not all, of the Saga Coach modules, based on our assessment of the relevance of the content to an early literacy tutor audience and the practical strength of the principles included.
- However, content in these modules is almost always illustrated with secondary math examples or secondary student scenarios, and tutors are asked to apply principles they learn to secondary practice examples. We recommend these modules because we find the content valuable and relevant to early literacy. You will need to determine whether the time investment is worth it in light of the mismatch of content area illustrations and practice.
- Tutors must complete Saga Coach modules in the order they are presented. Access to the next module is granted only when a tutor completes the previous module. Providers can advise tutors simply to move quickly through modules they do not want tutors to take (e.g., fast forwarding videos, writing one-word answers, etc.). Alternatively, providers can reach out to Saga Coach directly if interested in building a custom progression with only those modules they want tutors to take. This comes at cost.

To access Saga Coach, tutors must create a free account at: <https://www.sagaeducation.org/sagacoach>