

## Relationship Building

Relationship-Building	
Implementation Checklist	<ul style="list-style-type: none"> <li>• Tutors take an asset based approach and are motivating in all interactions with students.</li> <li>• Tutors reinforce a growth mindset whenever students struggle or make mistakes.</li> <li>• If Tutor Consistency is Consistent: Tutors are matched to students using intentional and systematic methods.</li> <li>• If Tutor Consistency is Consistent: Tutors get to know their student using specific strategies and activities.</li> <li>• If Tutor Consistency is Inconsistent: The program uses centralized methods for logging and communicating student data.</li> </ul>
Implementation Tools	<ul style="list-style-type: none"> <li>• <a href="#">Strong, Academically Focused, Tutor-Student Relationships</a></li> <li>• <a href="#">Relationship-Building Activities</a></li> <li>• <a href="#">Mentoring Mindset Training</a></li> <li>• <a href="#">Mentoring Mindset Training - Facilitator’s Guide</a></li> <li>• <a href="#">Culturally Relevant and Inclusive Tutoring</a></li> <li>• <a href="#">Cultivating a Growth Mindset</a></li> <li>• <a href="#">Matching Tutors with Students</a></li> </ul>
Key Insights	<p><b>Positive student-tutor relationships are the key to successful tutoring sessions.</b></p> <ul style="list-style-type: none"> <li>• When students feel supported, they are more likely to engage in learning through productive struggle, achieve greater academic growth, and display fewer behavioral problems.</li> </ul> <p><b>Tutoring sessions should be low-stress, high-trust environments where students' engagement and accomplishment lead to an authentic enjoyment of the academic content.</b></p> <ul style="list-style-type: none"> <li>• Most tutors feel comfortable in classrooms. Many students do not. In particular, students who need skill remediation may find learning environments high-stress and unsafe by default, as missing fundamental skills can make traditional classroom engagement feel punishing rather than productively challenging. Tutors should remember this and work to build student trust.</li> <li>• Building trust takes time and intentional effort. Program leadership and teachers need to support carving out time for tutors to cultivate</li> </ul>

relationships with their students and work hard to make learning feel engaging. This time and effort is not wasted, but some of the highest-value work a tutor can do. Helping students see learning as a positive and productive experience is paramount to a program's success.

**Tutors should take an interest in their students' lives outside the classroom and be supportive of students' culture in their sessions.**

- To help make tutoring sessions a welcoming space that values and affirms all forms of difference, tutors should take the time to understand who students are and what they care about. Building this awareness will help tutors create a judgment-free space for all students.
- Tutors should help students access challenging concepts by using customized examples and content based on what students have shared about their cultures and identities.

## Strong, Academically Focused, Tutor-Student Relationships

### Why does building relationships with students matter?

We learn best from people who care about us. Students who feel a connection with their tutor are more likely to engage in learning, ask questions, build motivation, and achieve better academic outcomes. Strong tutor-student relationships built on a foundation of shared understanding and trust create the conditions for all students to take the risks necessary to make dramatic academic gains.

### What do strong, professional tutor-student relationships look like?

Strong relationships are built on five pillars: respect, trust, confidence, motivation, and self-awareness.

**Respect.** Tutors are the adults in the relationship. To earn students’ respect, tutors must deliver consistent and fair directions while also demonstrating they appreciate students’ time and efforts

**Trust.** To earn students’ trust, tutors must hold themselves accountable for the commitments they make to students. They must serve as a model of consistency, kindness, and respect despite how students may respond to them.

**Confidence.** To build students’ confidence, tutors must push them to take risks, learn from mistakes, grow as thinkers and as people, and ultimately achieve results they never knew they could. For students to realize their goals, tutors must believe students can succeed and communicate their high expectations of them.

**Motivation.** To motivate students academically, tutors must connect with their students as individuals and clearly demonstrate the connections between the material covered in the sessions and things that matter to the students as people.

**Self-Awareness.** To help students cultivate self-awareness, tutors themselves must be both aware of and honest about students’ strengths and weaknesses. They must help students practice holding themselves accountable to ambitious goals.

### Examples of Strong vs. Weak Student Relationships

It is sometimes more helpful to know what to avoid than what to aim for, or easier to spot what isn’t working than what is. This tool provides examples of how to build strong tutor-student relationships, but it also highlights practices that lead to weak relationships across the five pillars.

Pillar	Strong	Weak
<b>Respect</b>	Tutors evenhandedly enforce, and students consistently engage and follow through with, all session rules and expectations.	Tutors never (or, worse, selectively) enforce culture norms and expectations. Students rarely (if ever) engage with norms or expectations.

<b>Trust</b>	Tutors choose their words with care and follow through on all commitments they make.	Tutors say one thing but do another (e.g. “I’ll come back to that later on,” but they never do).
<b>Confidence</b>	Tutors express confidence in students’ ability and demonstrate that confidence through action.	Regardless of whether tutors say they believe in students’ ability, their actions suggest otherwise.
<b>Motivation</b>	Tutors relentlessly work to motivate students by making sessions seem relevant to their interests. Tutors connect classwork, homework, and assessments to students’ individual goals: short-term, end-of-year, and long-term.	Tutors undermine student engagement by failing to connect tutoring sessions to student interests. Tutors undermine student motivation by failing to connect tutoring sessions to student goals.
<b>Self-Awareness</b>	Tutors are honest with students about their individual strengths and weaknesses.  Tutors routinely share and celebrate student progress in hopeful, action-oriented ways.	Tutors are unaware of or dishonest about students’ individual strengths and weaknesses.  Tutors either do not share student progress at all, or do so in unproductive, even dismissive ways.

### Evaluating Student-Tutor Relationships:

This list of the student beliefs that reflect specific qualities of strong tutor-student relationships can be used to create student surveys (i.e. Yes/No or along a Strongly Agree/Disagree spectrum) to capture and quantify students’ experiences.

#### Respect

- “How much do you respect your tutor?”
  - Not at all/A little bit/Somewhat/Quite a bit/A tremendous amount
- “How respectful is your tutor towards you?”
  - Not at all/A little bit/Somewhat/Quite/Extremely

#### Trust

- “How supportive is your tutor?.”
  - Not at all/A little bit/Somewhat/Quite/Extremely
- “How often do you feel judged by your tutor?”
  - Never/Once in a while/Sometimes/Frequently/Almost all the time (Reverse scored)
- “How much do you trust your tutor?”
  - Not at all/A little bit/Somewhat/Quite a bit/A tremendous amount
- “How often does your tutor follow through on what they say they will do?”
  - Never/Once in a while/Sometimes/Frequently/Almost all the time

## Confidence

- “When you feel like giving up on a difficult task, how likely is it your tutor will make you keep trying?”
  - Not at all/A little bit/Somewhat/Quite/Extremely
- “Overall, how high are your tutor’s expectations of you?”
  - Not high at all/Slightly high/Somewhat high/Quite high/Extremely high

## Motivation

- “How much does your tutor motivate you?”
  - Not at all/A little bit/Somewhat/Quite a bit/A tremendous amount
- “How often does your tutor make real-world connections to what you are learning?”
  - Almost never/Once in a while/Sometimes/Often/Almost all the time

## Self-Awareness

- “To what extent does your tutor help you recognize your strengths?”
  - Not at all/A little bit/Somewhat/Quite a bit/A tremendous amount
- “To what extent does your tutor help you overcome your struggles?”
  - Not at all/A little bit/Somewhat/Quite a bit/A tremendous amount

## Relationship-Building Activities

### Why incorporate routine relationship-building activities into tutoring?

Strong relationships are fundamental to students' success with tutoring. The more students feel safe, supported, and that they have a personal connection with their tutor, the more impactful the sessions will be. At the outset, relationship-building activities help tutors get to know their students and create a safe, positive learning environment. Building them into routine tutoring sessions helps tutors keep their knowledge of students alive and current.

### Creating a Safe, Positive Learning Environment

Social activities like talking, sharing, laughing, and listening help us bond with others. These bonds create a feeling of safety in a relationship. When students feel connected with their tutor, they are more likely to participate, ask questions, and attempt new skills.

- Praise effort, not outcomes.
  - **For example:** “When you complete all the practice problems, I noticed you got a 100% on your exit ticket. All that practice you did really helped you master new skills — great work!”
- Model the behaviors and social skills you want to see from your students.
  - Explain the behaviors you are modeling; if you are feeling frustrated, tell students how you are feeling in a productive way as a model for them when they encounter frustrations in their own work.
  - **For example:** “I want to be honest with you right now. I’m feeling a little bit frustrated because I asked the group to work on these questions independently but I’m hearing a lot of chatter. Maybe I wasn’t clear, so I’m going to ask that we pause so I can explain these directions again. Feel free to let me know if you have questions about what we’re doing when I’m finished explaining.”
- Remain calm and de-escalate when students emotionally overreact.
  - Provide the space and time needed for students to settle down.
  - Set an example for students; demonstrate in your own actions how they can productively express themselves.
  - Build trust that you value and care about them no matter what, and overreactions will decrease over time.
  - **For example:** “I’m getting the sense that you’re feeling overwhelmed right now. Why don’t you take a few minutes to grab a drink and then maybe we can talk about how you’re feeling.”

### Keeping Knowledge of Students Alive and Current

By continuing to ask students about their lives and interests, tutors can make relevant connections in content planning.

- Devote the beginning of every tutoring session to relationship-building games, icebreakers, and check-ins. These do not have to be more than a couple of minutes, but make it clear you are invested in getting to know each student as an individual.

- Use knowledge of student interests to individualize instruction by connecting their interests to new material.
- Ask students to share what they know about a topic to build confidence and explore new concepts.

## Example Relationship-Building Activities

### “Getting to Know You” Conversation Question Bank<sup>1</sup>

Tutors can use the list of sample questions below to guide their own questions during one-on-one chats with students.

- **Students’ Social Lives**
  - What do you do for fun outside of school?
  - What are your favorite things to do with friends?
  - Do you prefer working together, or competing?
  - When you and your friends are chatting, what languages do you speak together?
  - What do you think you’re best at?
  - Are you part of any teams, clubs, or groups?
  - What hobbies are you most interested in?
  - What do you spend a lot of time thinking about?
  - Who do you look up to and ask for advice?
- **Students’ Family Lives**
  - Can you tell me a little bit about your family?
  - What kinds of responsibilities do you have to your family?
  - What kinds of activities do you and your family do together?
  - What do your folks want you to be when you grow up?
  - What do your folks think is important to know and be able to do?
  - What do your folks do for work?
  - What was school like for your folks when they were growing up?
  - Did your folks grow up here? If not, where did they grow up, and when did they move here?
  - Did you and your family move recently? Where did you live before here?
  - What languages do you and your family speak at home?
- **Language & Literacy**
  - What language do your folks use to text you? What about for texting with extended family?
  - Do you have books, newspapers, magazines, or religious texts at home? Who usually reads them?
  - Does anyone in your family write lists for organizing and remembering things?
- **Math & Science**

To address **equity and safety concerns**, tutors should be cognizant of students’ lived experience. Consider what you are asking students to share with a new group or adult and how that might make them feel. For example, being asked to share where your family is from may be difficult for migrants or those whose legal status isn’t clear. People have different levels of comfort with sharing information and tutors should use their first sessions to gauge students’ comfort and should **avoid requiring** students to share personal information.

- Do you deal with money day-to-day? What are some situations where you do math with money?
- Does anyone in your family build or repair things? How did they learn those skills?
- Does anyone in your family do sewing or cooking that requires measuring things with precision?
- **Art & Culture**
  - Do you (or another family member) play a musical instrument? What instrument?
  - What are your favorite musical artists and genres?
  - What genres of music do you hear a lot around your community?
  - Do you have any favorite local artists (any kind, not just music)? What kind of art do they make?
  - What interesting places have you visited around the city?

### “Who Am I?” Activity

This activity is one example of a creative way for students to define and represent aspects of themselves through presentations, drawings, poems, etc.

- Tutors can use an activity like this during one of their first sessions with students. Tutors should be encouraged to complete the activity as well.
- See example template
  - Be mindful of what you are expecting students to share. Consider suggesting a norm where students may opt out of sharing personal information, or may choose amongst several options.



# WHO I AM

The worksheet is titled "WHO I AM" and is divided into several sections:

- Top Left:** A large empty box labeled "Self-Portrait".
- Top Right:** A grid containing:
  - Full Name
  - My ethnicity/race/culture
  - My hobbies/extra-curricular activities
  - Graduating Class
  - My Family
  - Birthday
- Middle Left:** A large triangle containing:
  - An accomplishment I am proud of
  - Where I spend my free time
  - I have never:
  - Most memorable recent event
- Middle Right:** A large circle labeled "FAVORITE" containing:
  - Places I Have Lived
  - Person I look up to
  - Pets
  - Food
  - Music/Radio Station
  - TV Show
  - Class/Subject
  - Book/Magazine
  - Sport/Team
  - Color
  - Movie
- Bottom Left:** A section labeled "Qualities of a good math teacher".
- Bottom Right:** A section labeled "Favorite childhood memory".

<sup>1</sup> Adapted and updated from: Villegas, A. M., & Lucas, T. (2002). Educating culturally responsive teachers: A coherent approach. Albany: State University of New York Press.

## Mentoring Mindset Training

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[Click here to view or download Mentoring Mindset Training \(PDF\).](#)

## Mentoring Mindset Training - Facilitator's Guide

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[Click here to view or download the Facilitator's Guide to Mentoring Mindset Training \(PDF\).](#)

## Culturally Relevant and Inclusive Tutoring Sessions

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### Why make learning culturally relevant?

When students can make connections between what they learn in tutoring and their culture, language, or life experiences, they can better access key ideas, develop higher-level understanding, and see the value of their learning in their daily lives.

### Why make learning culturally inclusive?

Educational environments that are not culturally inclusive erase or devalue students' cultures and experiences, implicitly teaching students to see the entire education system as an oppressive adversary and not a supportive ally. This undermines students' investment in their own education and, by extension, in their own learning. Not only is this tragic for individual students, it also yields outcomes that perpetuate socioeconomic inequities and reinforce systems of oppression. Cultural inclusivity, therefore, is neither optional nor an ad-on: it is foundational to effective tutoring.

### Checklist for creating a culturally relevant and inclusive tutoring session:

Culturally relevant and inclusive instruction requires an ongoing commitment to revisiting and reworking instructional practices and involves educators at all levels regularly evaluating their own biases. This checklist is by no means exhaustive, but it is a helpful starting point for tutors to reflect on how seemingly small choices in their own instructional practices can have an outsize impact on students' lived experiences of tutoring sessions.

### Get to know each student individually on a personal level

- Pronounce students' names correctly. Ask them to introduce themselves first, before saying their names yourself. Listen carefully, practice saying their names exactly as they do, and check with the student one-on-one if unsure. Consider creating a system for learning names and what to do when someone gets a name wrong.
  - One example is for students and tutors alike to share their name every time they say something out loud. The group can select a signal if someone uses the incorrect name.
  - An icebreaker activity that reinforces getting to know names is to "share the history of your name" where students and tutors can, if comfortable, share the meaning or story behind their name. Depending on the age of the student, it may be helpful to preview that the icebreaker will be happening in the upcoming session.
- Encourage students to share about their culture, their neighborhood, other important influences in their lives, etc. Engage with their responses and ask follow-up questions. Show that you care.
  - What is happening in your students' lives?
    - What are they interested in?
    - What do they do outside of school?
    - What goals do they have?
    - What are their talents and skills?
  - Who are the important people in their lives?
    - Who makes up their family?

- Who are their closest friends?
- Who has influenced their thinking?
- Whom do they admire/look up to?
- Refer to [Relationship Building Activities](#) for additional guidance

### **Foster a supportive tutoring session environment**

- Weave in consistent, authentic messages of affirmation for each student as an individual during your sessions.
- In session materials, include diverse ethnicities, languages, abilities, identities and socioeconomic experiences. Eliminate materials that reinforce stereotypes or exacerbate insulting depictions of diverse communities.
- [Understood.org](#) includes a robust set of resources for supporting students with learning and thinking differences and for [Culturally Responsive Teaching](#).

### **Adapt your curriculum**

- Keep expectations high, and students will rise to meet them: look for ways to make your sessions more rigorous.
- Cultivate a growth mindset: normalize (even celebrate!) mistakes as part of the process, then show how to learn from them.
  - This includes your mistakes! Never try to hide them, and praise and reward students for catching them.
- Look for opportunities to incorporate relevant cultural references into models, practice tasks, and assessments.
  - Physics problems may be more engaging when the frictionless masses are X-Wing starfighters in space, and the importance of punctuating appositives may be clearer if the model is “My dearest, Angelica.” But don’t simply draw on what’s broadly popular: use niche references that your students will appreciate.

### **Cultivate your own understanding of cultural relevance**

- Share about your own personal culture, experiences, and influences to model and normalize this for your students.
- Reflect on your own perspectives on culture, family, and community. How do these ideas shape your instruction?
- Interrogate your own assumptions and biases. How and why might these implicit ideas emerge in your actions? How could you consciously correct yourself when this happens and build intentional habits for acting differently?

## Cultivating a Growth Mindset

### What is a Growth Mindset?

A Growth Mindset is the understanding that your skills and intelligence can be developed and improved through practice. This is in contrast to a Fixed Mindset, which is the belief that your qualities are fixed, innate, and cannot be improved. These concepts were originally codified by Stanford University psychologist Carol Dweck in her book *Mindset*.

### Why focus on cultivating a Growth Mindset?

Students put in more effort when they believe effort yields results. But if students do not believe they can improve through practice, they will see no point to tutoring. At best, sessions will seem fun but ultimately unproductive; at worst, sessions will feel like an arbitrary punishment and a waste of time. So helping students cultivate a Growth Mindset is critical for building a sense of investment in their work — and, ultimately, for supporting them to achieve greater academic success.

### Growth Mindset Focus Areas

These three qualities are key components of a Growth Mindset that tutors should focus on helping their students cultivate.

<p><b>Confidence</b> <i>“I can reach my goals.”</i></p> <p>Students may lack the confidence they need to tackle rigorous academic content. You can build confidence during sessions by showing that:</p> <ol style="list-style-type: none"> <li>1) Improvement is possible.</li> <li>2) Hard work leads to improvement.</li> <li>3) Both hard work and improvement will be recognized and rewarded.</li> </ol>	<p><b>Motivation</b> <i>“I want to reach my goals.”</i></p> <p>Students may feel that their work during tutoring is irrelevant to them as people. You can boost motivation through two primary strategies:</p> <ol style="list-style-type: none"> <li>1) Get to know students’ personal and academic ambitions individually.</li> <li>2) Consistently make connections to how reaching goals leads to achieving personal and academic ambitions.</li> </ol>	<p><b>Self-Awareness</b> <i>“I know how to reach my goals.”</i></p> <p>Students may know that they need to work hard to reach their goals, but not know where to start. You can provide clarity through regular goal-setting conferences to discuss:</p> <ol style="list-style-type: none"> <li>1) What students’ specific goals are.</li> <li>2) How much work they will require.</li> <li>3) What specific steps students must take to work towards reaching them.</li> </ol>
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## How do you cultivate a Growth Mindset?

Relationships, goals, and growth mindset discussions matter little if students don't feel successful. The biggest driver to building student confidence, motivation, and self-awareness is helping them feel successful and connecting that success to effort. When students see that success comes from hard work they increase their confidence, they boost their motivation to be successful again, and they often increase their effort. It's a self-fulfilling upward spiral. Tutors must help students experience success as much as possible, highlight that success, and show how that success is a result of concerted effort.

## What does success mean through a Growth Mindset lens?

- **Increased Effort:** Revising work based on feedback, increasing attendance, taking a risk, asking more questions.
- **Academic Growth:** Improving (even slightly) on assessment scores, practice accuracy, or a chosen rubric strand.
- **Academic Mastery:** Reaching a learning goal and demonstrating it through practice, projects, or assessments.

## Strategies for Cultivating a Growth Mindset During Tutoring

### Create Chances for Success

Early in the program, when your students are just beginning to develop their confidence, motivation, and self-awareness, students may not show many signs of increased effort or many signs of growth and mastery. In these cases, you will have to engineer or create opportunities for success. You will have to set students up to experience success. This might mean starting tutoring with a few problems you know a student did right, asking a student a question that you saw they wrote down the right answer to, or coaching them on a particular skill then praising increased results immediately afterwards.

### Acknowledge Effort and Praise Growth

Be on the lookout for signs of increased effort and growth. When tutors can “catch” students doing well and reinforce that, they help students build confidence that they can succeed, motivation to earn further praise, and self-awareness of how to do so. All students should receive some form of praise and acknowledgement during each session. Students who struggle most with confidence should receive acknowledgement of effort and praise for growth multiple times during each session.

### Choose Your Words Intentionally

Frequently acknowledging effort or praising growth and mastery are not enough. The specific language tutors use when acknowledging effort and praising students impacts how those students will receive and interpret the message. Showing students how their effort leads to growth is more important than praising effort alone. Consider the examples below:

<p><b>You might reinforce a Fixed Mindset by saying...</b></p>	<p><b>Instead, cultivate a Growth Mindset by saying...</b></p>
<p>“You got an 80% on your quiz this week. See? I told you you were good at math!”</p> <p><i>In other words, <b>this student was always innately good or bad at the subject area.</b> If this student struggles in the future, they may now think “I guess my tutor was wrong. I’m bad at math after all, and there’s nothing I can do.”</i></p>	<p>“You got an 80% on the quiz this week. I’m so proud of you. See how much better you did when you asked lots of questions? I knew you could do it.”</p> <p><i>In other words, <b>this student’s hard work led to success.</b> If this student struggles in the future, they may now think “I’d better ask more questions so I can improve at this.”</i></p>
<p>“Why don’t you talk with your classmate about what she wrote. She got the theme, and she can explain it to you.”</p> <p><i>In other words, <b>you don’t believe this student can be successful on their own.</b> The student may come to self-identify as “less than” the classmate they now rely on.</i></p>	<p>“I’m going to come back in two minutes to see how you’re doing on that question. You’re really close. You just need to think more carefully about the theme in the prompt.”</p> <p><i>In other words, <b>you believe this student can be successful with concerted effort and adequate time to think about it.</b></i></p>
<p>“Okay. This one is wrong. You forgot to subtract from both sides. You need to watch your work more carefully.”</p> <p><i>In other words, <b>despite their best effort, what the student is doing just isn’t good enough.</b> Maybe it never will be.</i></p>	<p>“Okay. You got the first four steps of this problem correct. That was some good effort for getting that far. The last step is wrong because you forgot to subtract from both sides. Why don’t you try that step again?”</p> <p><i>In other words, <b>the student is already making progress, and can continue to do so if they just take one more step.</b></i></p>
<p>“Good job, you finished your entire practice sheet!”</p> <p><i>In other words, <b>the most important result of the student’s work was this filled-in piece of paper.</b> Student success is measured by work completion, not growth and improvement.</i></p>	<p>“Good work! All your practice paid off. You got so much better at solving this kind of problem on the exit ticket!”</p> <p><i>In other words, <b>the paper was just a byproduct. The true end result of the student’s work was within the student.</b></i></p>

## Matching Tutors with Students

### Why match tutors with students intentionally?

If your program’s Tutor Consistency is Consistent, then each student’s experience of tutoring sessions will be shaped by the individual personality and instructional style of their tutor. Thoughtful and intentional pairings significantly increase the odds that a student will feel engaged with their sessions and supported by their tutor. A good student-tutor match helps students build strong relationships with their tutors and find motivation to reach their learning goals.

### Key Considerations for Matching Tutors with Students

- Use [Accessibility Data](#) along with tutor subject area expertise, availability, etc. to inform matching and to narrow down the tutor options you present to parents, students, etc. Match students with tutors whose instructional styles and strengths suit their learning styles and needs.
- To avoid pigeonholing students (or tutors), consider rotating through several different possible matches early on in the program to see what actually works best before settling on a consistent pairing. Initially trying out different student-tutor matches can help all decision-makers involved in the process make more informed decisions about whom to match and why.
- People change over time. Programs with a long duration (i.e. months, not weeks), should regularly gather feedback from teachers, parents, tutors, and (above all) students to assess the ongoing suitability of the match. If a match isn’t working, identify why not, and consider re-matching the student with another tutor if necessary.

### Strategies for Matching Tutors with Students

Use the table below to consider the benefits and drawbacks of various strategies for matching Tutors with students.

Strategy	Description
Program uses matching criteria	Programs can decide on criteria that they will use to match tutors to students. Examples might include shared identities, interests, strengths, challenges, subject area expertise, schedule, etc. Tutors and students fill out surveys based on those criteria, then the program suggests the best match. Programs may choose to use accessibility data to match students with tutors whose instructional styles and strengths suit student learning styles and needs.
Student chooses tutor	A foundational goal of tutoring is cultivating students’ sense of agency and investment in their own education: giving students an opportunity to choose their tutor does just that. However, students need guidance and support from adults (e.g. parents, teachers, etc.) to help them make informed choices. Students should be coached through identifying what type of tutor may be a good fit and be able to read about tutors’ backgrounds, watch introductory videos from tutors, or “shop around” by working with several



	<p>different tutors before making their choice. It is important to be prepared for a student’s sense of loss if they do not receive their first choice tutor.</p>
<p>Parent chooses tutor</p>	<p>Parents often know their children best and can be well-equipped to select a tutor who will be a good match for their student’s personality and learning needs. Parents should be able to read about tutors’ backgrounds, or even talk to or interview tutors, before choosing a match. A drawback of this approach can be that parents may choose a tutor that will be a best match for their strengths, personality and needs, rather than those of their child, or pick a tutor that they think will best address a perceived deficit of their child, without considering their child’s strengths and similarities with the tutor. Tutoring programs in which parents choose tutors should educate parents on the criteria for a strong match, as well as encourage parents to involve their child in the process.</p>
<p>Teachers choose tutors</p>	<p>Teachers spend the most time in the classroom with their students and thus may have invaluable insight into the tutor qualities that would make for a successful match with any given student. Especially later in the school year, teachers can leverage a clear and rigorous understanding of each student’s personality and academic needs to pick an informed match. Similarly to parents choosing tutors, a drawback of this approach can be that teachers may choose a tutor that will be a best match for their strengths, personality and needs, rather than that of their student, or pick a tutor that they think will best address a perceived deficit of their student, without considering the student’s strengths and similarities with the tutor.</p>
<p>Tutors choose students</p>	<p>Depending on their training and experience, tutors themselves may be able to identify what students they will work best with. This decision could be based on student academic or personal needs, student age, personality, or interests. Just as students or parents would need information about potential tutors, tutors will need student data to make informed choices.</p>