



Department of  
Education



# Tutoring Module 2: Tutoring Plan Template

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**Northwestern Local Schools**

Valuing one another, working with one another, succeeding together.



First step:  
Switch your view to “slide  
show” in order to hear all  
audio files and access external  
links!

# Tutoring plan template

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Weekly form

Sections for planning, collecting data, and summarizing

Include all data for the week on one form



# Tutoring plan template: Planning

## Weekly tutoring plan template

Tutor name: \_\_\_\_\_ Student name: \_\_\_\_\_

Week of: \_\_\_\_\_ Dates student was present for tutoring: \_\_\_\_\_

PLANNING	
<b>Information from cooperating teacher re: student progress</b>	
Formal or informal data	
<b>Weekly Plan:</b> Target skill(s), essential vocabulary, evidence-based practices, materials	
Target skill(s)	
Essential vocabulary Include definitions	
Modeling Describe how you will model the skill; include at least <u>two</u> forms of modeling	
Evidence-based practices Include at least <u>four</u> examples to provide several opportunities for practice	
Materials	

# Tutoring plan template: Facilitating

DATA COLLECTION DURING SESSIONS	
<b>Relationship-building:</b> Check-in about day, week, activities, etc.	
<b>Student responses</b> (Note dates of each response)	
<b>State goal, teach vocabulary, model skill</b>	
<b>Student data:</b> Include detailed responses	
<b>Practice opportunity 1</b> Briefly describe practice; include detailed student response	
<b>Practice opportunity 2</b> Briefly describe practice; include detailed student response	
<b>Practice opportunity 3</b> Briefly describe practice; include detailed student response	
<b>Practice opportunity 4</b> Briefly describe practice; include detailed student response	
<b>Practice opportunity 5</b> Briefly describe practice; include detailed student response	
<b>Practice opportunity 6</b> Briefly describe practice; include detailed student response	

# Tutoring plan template: Summarizing

CLOSING SUMMARY	
<b>Summary of progress:</b> How well did the student perform on activities throughout the week? Use the rubric below for guidance.	
Strengths/progress	
Areas for additional growth	
<b>Data-informed decision:</b> Based on the student's performance, what skills will you target next week? Provide evidence to explain why.	
Future target skills and evidence	

# Planning: Collecting assessment data

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## Information from CT

- Check in first day of week
- Take detailed notes re: progress, concerns, desired target skill



## **Weekly tutoring plan template**

Tutor name: \_\_\_\_\_ Student name: \_\_\_\_\_

Week of: \_\_\_\_\_ Dates student was present for tutoring: \_\_\_\_\_

PLANNING	
<b>Information from cooperating teacher re: student progress</b>	
Formal or informal data	

# Planning: Weekly plan

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Target skills: Skill(s) to teach throughout the week

- Based on data



Essential vocabulary

- Words fundamental to the lessons
- Include clear definition

**Weekly Plan:** Target skill(s), essential vocabulary, evidence-based practices, materials

<b>Target skill(s)</b>	
<b>Essential vocabulary</b> Include definitions	

# Planning: Weekly plan

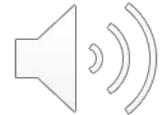
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## Modeling

- Describe how you'll provide EXPLICIT instruction

## Evidence-based practices

- Strategies or activities for practicing the target skill



## Materials

- List of materials necessary for entire week

<b>Modeling</b> Describe how you will model the skill; include at least <u>two</u> forms of modeling	
<b>Evidence-based practices</b> Include at least <u>four</u> examples to provide several opportunities for practice	
<b>Materials</b>	

# Data collection

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## Relationship building

- Note student responses and important details to follow-up later

## Goal, vocabulary, modeling

- Already listed in section 1



## Practice opportunities

- Multiple ways you will provide guided and independent practice
- Include detailed notes describing the student's performance on each practice opportunity

DATA COLLECTION DURING SESSIONS	
<b>Relationship-building:</b> Check-in about day, week, activities, etc.	
Student responses (Note dates of each response)	
<b>State goal, teach vocabulary, model skill</b>	
<b>Student data:</b> Include detailed responses	
Practice opportunity 1 Briefly describe practice; include detailed student response	

# Summarizing

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Strengths/progress AND areas for additional growth

- Include detailed notes from practice opportunities as evidence
- Use the provided rubric for additional guidance (see next slide)



Future target skills

- Based on data from CT and tutoring sessions

CLOSING SUMMARY	
<b>Summary of progress:</b> How well did the student perform on activities throughout the week? Use the rubric below for guidance.	
Strengths/progress	
Areas for additional growth	
<b>Data-informed decision:</b> Based on the student's performance, what skills will you target next week? Provide evidence to explain why.	
Future target skills and evidence	

# Summarizing: Rubric

## Strengths and areas for growth:

- Specific data from practice opportunities
- Consider accuracy, completion, ease, and confidence
  - Note levels for reporting in Google form



	Inaccurate	Somewhat inaccurate	Somewhat accurate	Accurate
Accuracy	-Completed all parts of activity incorrectly -Provided brief answers -Answers were inaccurate and show overall lack of understanding of concept or skill	-Completed few parts of activity correctly -Provided brief answers -Answers include multiple substantial mistakes and show limited understanding of the concept	-Completed most parts of activity correctly -Provided answers that have some depth -Answers include some minor mistakes and show partial understanding of the concept	-Completed all parts of activity correctly -Provided thorough answers and in-depth explanations -Answers include few, if any, minor mistakes and show full understanding of the concept
	Incomplete	Partially incomplete	Partially complete	Complete
Completion	-Could not complete any parts of activity -Resistant to completing activity -Needed extensive prompting to complete each part of the activity	-Completed few parts of activity -Little interest in completing activity -Needed prompting several times to complete	-Completed most parts of activity -Content with completing activity -Somewhat motivated to complete but needed some prompting	-Completed all parts of activity fully -Excited to complete activity -Appeared motivated to complete, did not need additional prompting
	Difficult	Semi-difficult	Semi-easy	Easy
Ease	-Activities were too difficult to finish -Took large amounts of time to complete parts of activity	-Found activities difficult to finish -Took large amounts of time to complete parts of activity	-Completed activities with relative ease -Needed some time to complete parts of activity	-Completed activities easily -Took little time to complete all parts of activity
	Not confident	Somewhat not confident	Somewhat confident	Confident
Confidence	-Consistently appeared to question their answers	-Frequently hesitated or changed mind when answering	-Sometimes appeared confident but other times unsure of self	-Consistently appeared confident when giving answers

# Google Forms: Weekly summary

Tutor ID number \*

Your answer

K-5 student ID number \*

Your answer

Week of tutoring sessions \*

MM DD YYYY

  /   /   /

Which days did you tutor the student? \*

Monday Tuesday Wednesday Thursday Friday

Row 1

<input type="checkbox"/>				
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What grade is your student in? \*

Choose





# Google Forms: Weekly summary

## Accuracy

\*

How accurate was your student while completing the practice opportunities?

Inaccurate	Somewhat inaccurate	Somewhat accurate	Accurate
<ul style="list-style-type: none"><li>-Completed all parts of activity incorrectly</li><li>-Provided brief answers</li><li>-Answers were inaccurate and show overall lack of understanding of concept or skill</li></ul>	<ul style="list-style-type: none"><li>-Completed few parts of activity correctly</li><li>-Provided brief answers</li><li>-Answers include multiple substantial mistakes and show limited understanding of the concept</li></ul>	<ul style="list-style-type: none"><li>-Completed most parts of activity correctly</li><li>-Provided answers that have some depth</li><li>-Answers include some minor mistakes and show partial understanding of the concept</li></ul>	<ul style="list-style-type: none"><li>-Completed all parts of activity correctly</li><li>-Provided thorough answers and in-depth explanations</li><li>-Answers include few, if any, minor mistakes and show full understanding of the concept</li></ul>

- Inaccurate
- Somewhat inaccurate
- Somewhat accurate
- Accurate

# Pulse checks

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Duration: ~1 minute

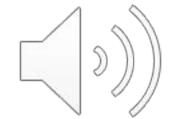


Content: Attitudes and confidence in abilities as related to academic tasks

Data collection: Choose emoji

Importance: Tracks student feelings of success and confidence; another way of showing growth and progress

Collect these monthly (due dates on course calendar)



# Google Forms: Pulse checks

Complete these monthly; due dates  
on course calendar

Question	Type	Description	Required	Answer 1	Answer 2	Answer 3
How do you feel in your tutoring session today?	Multiple Choice		TRUE			
How do you feel about this subject?	Multiple Choice		TRUE			
How do you feel about school?	Multiple Choice		TRUE			

# Activity completion

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Complete the questions linked in the Google form below.

[Click here to complete the questions in Google Forms](#)