STRATEGIC TUTORING WORKBOOK

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ARIZONA'S FIRST

College *of* **Education**

THE UNIVERSITY OF ARIZONA.

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Objectives

- Participants will discuss effective tutoring practices.

- Participants will review the four phases of strategic tutoring.

- Participants will discuss some ready-made strategies to use with tutees.

- Participants will practice the four phases of strategic tutoring.

To become an expert strategic tutor, you need to:

1. Learn basic information about Strategic Tutoring.

2. Watch an expert demonstrate the procedures and skills.

3. Participate in role-play activities and receive feedback about performance.

4. Videotape tutoring sessions and receive feedback about performance.

5. Work with a peer coach in actual tutoring situations and receive feedback about performance.

(Hock, M. F., Deshler, D. D., & Schumaker, J. B. (2000). *Strategic Tutoring*. Lawrence, Kansas: Edge Enterprises, Inc.)
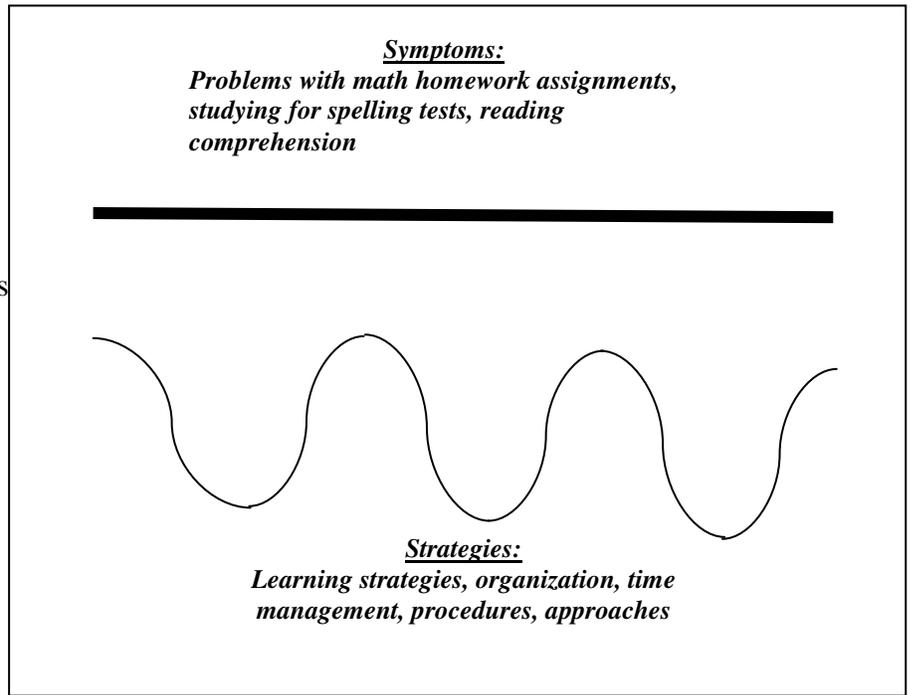
"Give a person fish, and they eat for a day.
Teach a person to fish, and they eat for a lifetime." – Proverb

The purpose of tutoring is
to help students *rewrite* their own history with success.

What does effective tutoring do?

- Effective tutoring goes underneath the surface of the problems, and gives the students strategies that can work beyond their immediate homework assignment.

- It provides students with a framework from which to approach all assignments.

Symptoms:
Problems with math homework assignments, studying for spelling tests, reading comprehension

Strategies:
Learning strategies, organization, time management, procedures, approaches

Tutoring Programs Comparison

	Assignment Assistance Tutoring	Instructional Tutoring	Strategic Tutoring
Complete assignments	X		X
Review content	X		X
Brief feedback	X		X
Teach skills, strategies, and/or content for future use		X	X
Assessment of learning tasks		X	X
Assessment of student skills, strategies, and/or content knowledge		X	X
Sustained corrective feedback		X	X
Direct explanation of content/concepts		X	X
Modeling of skills and strategies		X	X
Guided practice		X	X

(adapted from Hock, M. F., Deshler, D. D., and Schumaker, J. B. (1999). Tutoring programs for academically underprepared college students: A review of the literature. *Journal of College Reading and Learning*, 29(2), 101-121.)

ACTIVITY 1: Teacher vs. Tutor

Role of a teacher and the role of a tutor

Directions: In the following diagram, list the unique roles of a teacher and tutor and the similar
roles of each.

Distinct
Teacher Roles

Distinct
Tutor Roles

Shared Roles
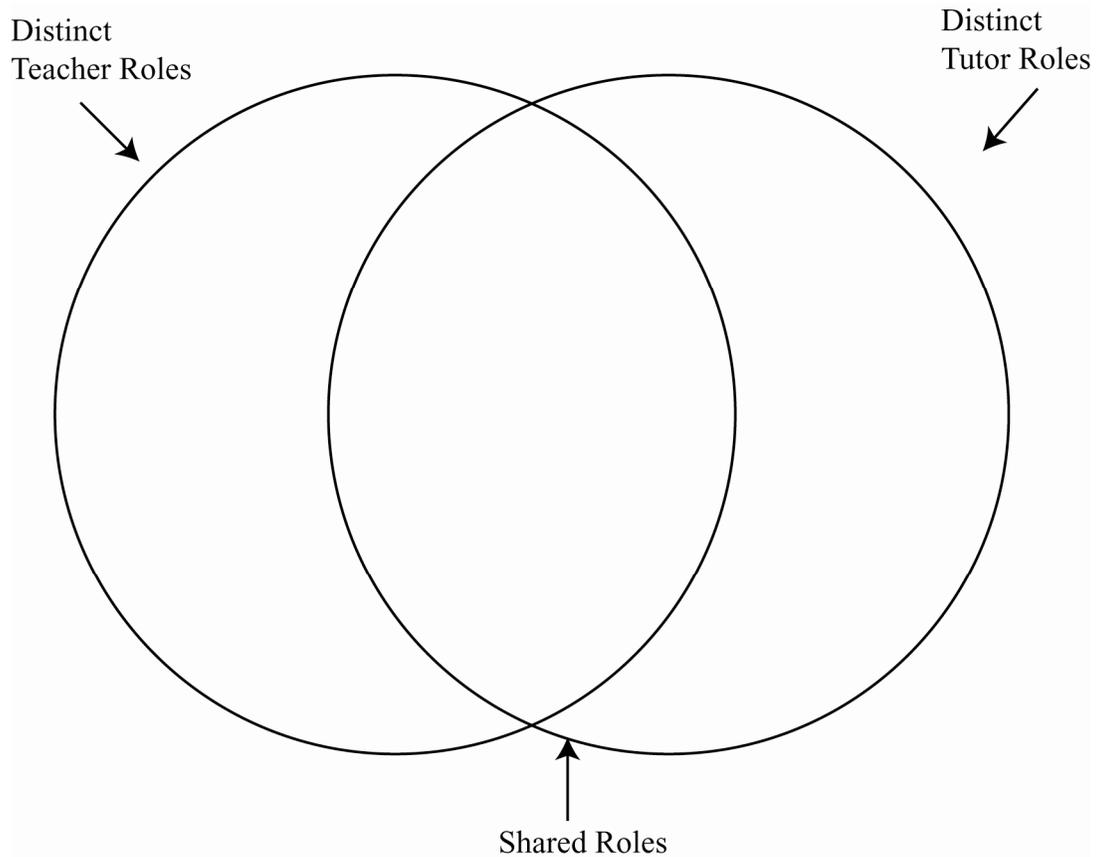
What are the characteristics of successful tutoring? *From: Tutoring Toolkit for AmeriCorps Program Applicants*

1. Tutor training
2. Frequent and regular sessions - at least once a week
3. Coordination with classroom teacher
4. Planned, structured session and activities
5. Consistent pairing of tutor and student
6. Positive, caring relationships
7. **Create a positive environment**
   - Be a good listener:
     - Maintain eye contact with the student
     - Use a pleasant facial expression
     - Give verbal/nonverbal encouragement

   - Give the student many opportunities to speak
     - Try to abide by this rule: Give the student an opportunity to speak after you make no more than three statements
     - Ask questions – check for understanding.

   - Use a pleasant interaction style to build rapport:
     - Maintain a pleasant, matter-of-fact voice tone and a positive attitude throughout the interaction
     - Refrain from shaming statements, put downs, and unpleasant, negative remarks about the student and student's performance

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Factors That Make for Effective Feedback

1. Feedback is positive
   - Tell the student what he or she did correctly.

2. Feedback is corrective
   - Specify a category of errors.
   - Specify what the student should do to avoid the error.
   - Provide a model of what to do.
   - Have the student practice and provide additional feedback.
   - Ask the student to paraphrase the feedback about the error.
   - Have the student set a goal to avoid the error in the future.
   - Repeat corrective steps above for each category of errors made.
   - Communicate your positive expectations to the student.

3. Feedback is individualized and confidential
   - Provide it in a private setting and keep it confidential.

4. Feedback is immediate
   - Provide it after the last performance and immediately before the next performance.

Kline, F.M., Schumaker, J.B., & Deshler, D.D. (1991) Development and validation of feedback routines for instructing students with learning disabilities, *Learning Disability Quarterly*, 14(3), 191-207.

ACTIVITY 2: Strategic Tutoring Review

Directions: *You will be given a set of steps on cards. Place the steps under the correct phase of the Strategic Tutoring Model.*

Assessing	Constructing	Teaching	Transferring

An Overview:

The Strategic Tutoring Model:*

Phases in the Strategic Tutoring Instructional Process

| Assessing | → | Constructing | → | **Teaching**
• Modeling
• Checking
• Supporting | → | Transferring |

* Hock, M. F., Deshler, D. D., & Schumaker, J. B. (2000). *Strategic Tutoring*. Lawrence, Kansas: Edge Enterprises, Inc.
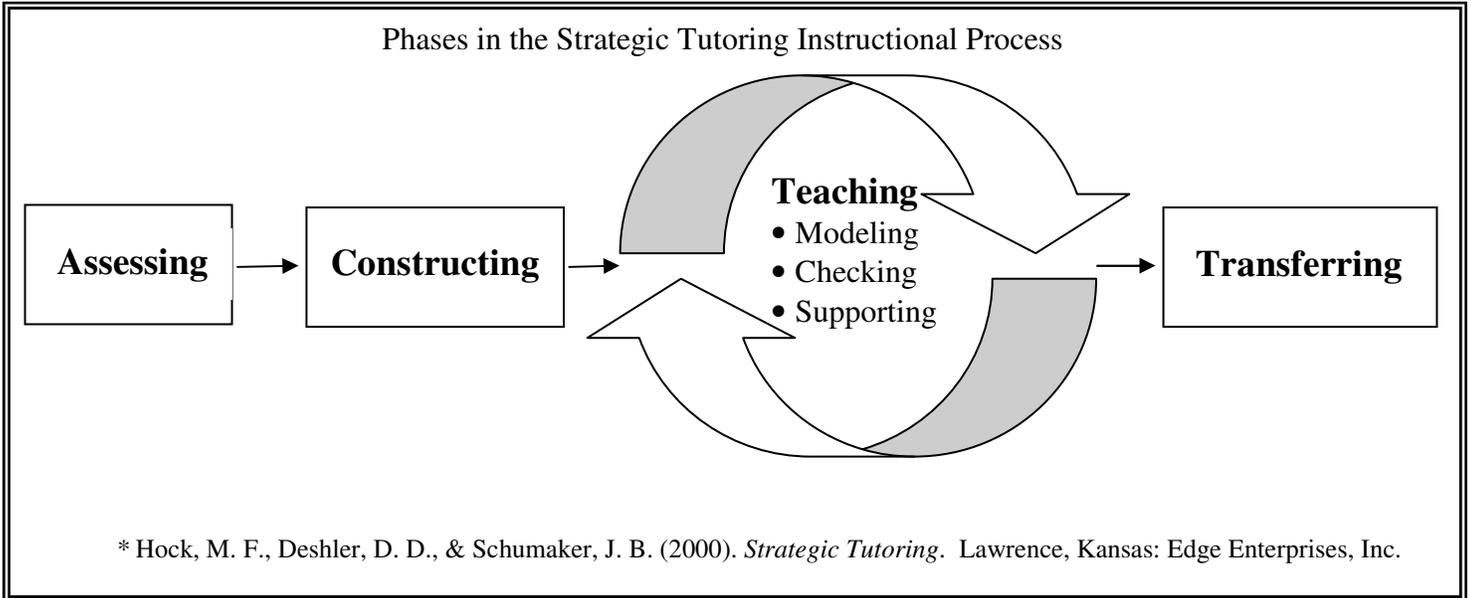
ACTIVITY 3: Strategic Tutoring Reflection

1. What is going well?

2. What are the biggest challenges?

The Strategic Tutoring Model: The Assessing Phase*

Determine what the assignment is.

Video Questions:
1. What are the 4 goals of the Assessing Phase?

2. What are at least 3 questions that the tutor asks the tutee?

Notes: _____

_____

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The Strategic Tutoring Model: The Constructing Phase (*Weaving*)
Create an alternative strategy to the student's old approach

Video Questions:

1. How does the tutor explain the Pre-RAP strategy?

2. What are some key questions or phrases that the tutor uses during this phase?

ACTIVITY 4: Sample Strategies

<u>Directions:</u> In your groups:
1. Look through the packet of sample strategies.
2. Discuss 1 or 2 strategies that you might be able to use or adapt.
3. Be prepared to share highlights of your discussion with the rest of the group.

Notes: _____

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The Strategic Tutoring Model: The Constructing Phase (*Building*)
Create an alternative strategy to the student's old approach

Video Questions:

1. How is the Building Procedure different from the Weaving Procedure?

2. What are some key questions or phrases that the tutor uses during this phase?

The Strategic Tutoring Model: The Constructing Phase*
Create an alternative strategy to the student's old approach

DIFFERENCE BETWEEN THE WEAVING AND BUILDING PROCEDURE

WEAVING PROCEDURE: *(if tutee knows a strategy)*	BUILDING PROCEDURE: *(if tutee DOES NOT know a strategy)*
1. List the student's approach	1. Begin assignment with student
2. Remind the student about its effectiveness	2. Step back – analyze the steps being used
3. Add steps to the list to make it effective	3. List steps being used
4. Refine the steps	4. Refine the wording
5. *List the steps on a NOTE CARD*	5. *List the steps on a NOTE CARD*
6. *Compare the new strategy to the old one*	6. *Compare the new strategy to the old one*

Keys to an Effective Strategy

1. Directly related to the current assignment.

2. Practical and easy to use.

3. Made up of a logical sequence of steps.

4. Contains seven or fewer steps.

5. Each step starts with a verb.

6. The strategy includes a memory device.

EXAMPLE OF WEAVING PROCEDURE:

- Student Assignment:
    Write a 1-page book report.

- What is the student's approach?
    - Write
    - Turn the paper in

- Does the tutor know a strategy?
    YES!

The Theme Writing Strategy*

T - think
O – organize
W – write
E – edit
R – recopy

*From "The Theme Writing Strategy" by J.B. Schumaker, in prep. Lawrence: University of Kansas Center for Research on Learning

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So, the tutor proceeds with the **Weaving Procedure** . . . . . .

Weaving Procedure Example

Step 1: List the student's approach

- Write

- Turn the paper in

Step 2: Add steps to create an effective strategy

Think about the topic
Organize your ideas
- Write
Revise the draft
Make a final copy
- Turn the paper in

EXAMPLE OF BUILDING PROCEDURE:

- Student Assignment:
  Answer reading comprehension questions at the end of a story.

- What is the student's approach?
  None.

ASSESSING PHASE

So, the tutor proceeds with the **Building Procedure** . . . . . .

Building Procedure Example

Step 1: Identifying the Steps
- We looked through the passage to see how it was organized.
- We read the first question, taking care to notice clue words.
- Then we skimmed through the passage and looked for the clue words.
- We read the paragraphs that contained the clue words to find the answer.
- When we found an answer, we wrote it down in our own words.

Step 2: Drafting the Steps
- Look through the passage
- Read the question and find key words
- Look for the key words in the passage
- Read paragraphs with key words to find the answer
- Write the answer down in your own words

Step 3: Refining the Steps
- **P**review the selection
- **A**nalyze the question & key words
- **T**rack the key words
- **H**unt for the answer
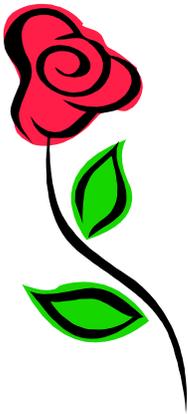- **S**ay it in your own words

Note Cards/Study Cards*

Transfer hard-to-remember information to study cards.

On the FRONT of the card:
1. Write a key word, phrase or big idea
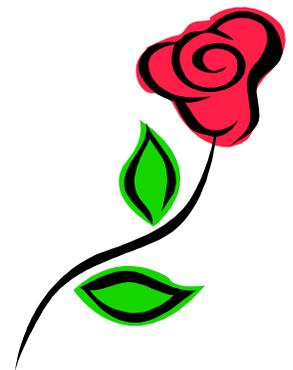2. Frame it with a question

What are
PETALS?

On the BACK of the card:
1. Write a definition for the key word, phrase, or big idea
2. Frame it with a question

What are
One of the often brightly colored parts of a flower immediately surrounding the reproductive organs?

ACTIVITY 5: Role Play I

<u>Directions</u>: With a partner:

       1. Identify the Tutor and Tutee.

       2. Select a scenario (topic, situation, etc.).

       3. Practice the *Assessing* and *Constructing* phases.

Notes: _____

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The Strategic Tutoring Model: The Teaching Phase*
The strategy is constructed. Now you have to teach it!

Video Questions:
1. Teaching Phase:
   - Modeling
   - Checking for understanding
   - Supporting student practice

2. What does the tutor do during your assigned part? (i.e. what questions does the tutor ask)

3. What does the tutee do during your assigned part?

ACTIVITY 6: Teaching Phase

Directions: With your group:

      1. Discuss and list the specific actions that take place during your assigned phase.

      2. Be prepared to share out!

Notes: _____

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ACTIVITY 7: Role Play II

Directions: With your partner:

      1. Switch roles from **Role Play I.**

      2. Continue with the scenario (topic, situation, etc.) used during **Role Play I**.

      3. Practice the *Teaching* phase.

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The Strategic Tutoring Model: The Transferring Phase*

Celebrate the student's mastery of the strategy.

Video Questions:
1. What are 4 things that the tutor does during the Transferring Phase?

ACTIVITY 8: Final Role Play – Bringing it All Together

Directions: With a partner, you will practice going through all four phases of Strategic Tutoring.

1. Individually, develop a profile of a student/tutee.
2. Use the profile as you role play all four phases. ***Keep the details of the profile to yourself! Let the information come out during the assessment.***

Student/Tutee Profile
1. Age:

2. Assignment/Topic:

3. How have you approached the topic before?

4. Other:

Notes: _____

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Strategy Evaluation Checklist

IS THE STRATEGY …

1. **Designed to address the academic task at hand?**
   definitely   *somewhat*   *not at all*
      5   4   3   2   1

2. **Related to a key academic task that the student is likely to face in several classes?**
   definitely   *somewhat*   *not at all*
      5   4   3   2   1

3. **Practical and easy to use?**
   definitely   *somewhat*   *not at all*
      5   4   3   2   1

4. **Made up of a logical sequence of steps?**
   definitely   *somewhat*   *not at all*
      5   4   3   2   1

5. **Comprised of several steps that tell the student how to work with the information (and not merely a group of helpful hints)?**
   definitely   *somewhat*   *not at all*
      5   4   3   2   1

6. **Made up of steps that each begins with a verb?**
   definitely   *somewhat*   *not at all*
      5   4   3   2   1

7. **Easy to remember?**
   definitely   *somewhat*   *not at all*
      5   4   3   2   1

	Yes	*No*
a. Are the steps short?	___	___
b. Are the steps easy to read and understand?	___	___
c. Are there seven or fewer steps?	___	___
d. Is a memory system built into the list of steps? (optional)	___	___

8. **Likely to produce positive results (e.g., good grades) for the student?**
   definitely   *somewhat*   *not at all*
      5   4   3   2   1

Strategic Tutoring Checklist

ASSESSING PHASE

_____ 1.   Ask about the assignment

        a. What is it?

        b. When is it due?

        c. What materials are needed to complete it?

_____ 2.   How do you usually do this problem/study/complete similar assignments?

_____ 3.   How well did that work for you?

_____ 4.   How did your teacher suggest you study?

_____ 5.   Do you want to know a different way of trying to solve these types of problems?

_____ 6.   Ask yourself: Do I know a way to complete this task?

CONSTRUCTING PHASE

If the **WEAVING** Procedure was chosen:

_____ 1.   List the steps of the student's current strategy.

_____ 2.   Remind the student about how well that strategy works.

_____ 3.   Add steps related to an effective strategy.

_____ 4.   Refine the steps of the strategy.

_____ 5.   Have the student list the steps of the new strategy on a card or piece of paper.

_____ 6.   Ask the student to compare the new strategy with the old strategy.

Or, if the **BUILDING** Procedure was chosen:

_____ 1.   Begin working on the assignment with the student.

_____ 2.   Stand back and analyze what you are doing to complete the task.

_____ 3.   List the steps of the strategy with the student.

_____ 4.   Refine the steps of the strategy

_____ 5.   Have the student list the steps of the constructed strategy on a card or piece of paper.

_____ 6.   Ask the student to compare the new strategy with the old strategy.

TEACHING PHASE

MODEL the strategy for the student.

_____ 1.   Model the steps of the strategy.

_____ 3.   Model the "thinking" that accompanies each step.

_____ 4.   Involve the student during the modeling activity.

CHECK understanding of the strategy.

_____ 1.   Ask the student to name or list the steps of the strategy.

_____ 2.   Have the student explain the benefits of the strategy, where it could be used, and why each step is important.

_____ 3.   Ask the student if he/she wants to modify the strategy.

SUPPORT practice with the strategy.

_____ 1.   Cue the student to use the strategy.

_____ 2.   Ask guiding questions.

_____ 3.   Guide the student through assignment completion.

_____ 4.   Provide positive and corrective feedback.

_____ 5.   Fade support over time.

TRANSFERRING PHASE

_____ 1.   Celebrate strategy mastery and progress toward becoming a strategic learner.

_____ 2.   Ask the student to compare current performance to performance before learning the strategy.

_____ 3.   Develop a plan for using the strategy in other settings:

      _____ a. Identify specific settings/classes.

      _____ b. Identify specific assignments and due dates.

      _____ c. Identify dates and times to work on assignment.

      _____ d. Identify dates to review results of usage.

_____ 4.   Follow up on the student's use of the strategy.

_____ 5.   Provide feedback if necessary.