



## Stage One

### **One-on-One Prescriptive Tutoring**

- No more than 3 to 1 tutor per group
- Good for tutoring in core subjects
- State Testing Tutoring
  - Most frequently tested objectives
    - Most frequently passed objectives (student gain confidence)
  - Most difficult objectives

\* Data collection will occur at the student and group level. It will include the objectives that students have not mastered so that specific instruction can be focused on said objectives. In addition, objectives will be weighted by difficulty so that time can be spent at all levels to increase fluency and confidence.

\*\* Important that student and tutor work well together. If the relationship does not work productively, switch tutors. Students need to be motivated to learn.

\*\*\* Training for staff provided for all staff working with students focused on disaggregating data, understanding TEKS objectives and student expectations, aligning tutoring plan for individual and small group tutoring, implementation of high yield strategies, reteaching and CBA execution.



## Stage Two

### **Prescriptive Tutoring in the classroom while continuing one-on-one**

- Place tutor in classroom with teacher he/she works well with in a subject tutor is effective in. Ideally tutor is qualified in subject area.
- Tutor can be available to clarify teacher instructions, ask questions to clarify teacher instructions, and work with students on independent practice and group activities.
- Beneficial because it only sets students behind to be pulled-out of the classroom instruction for tutoring.

\* Data collection will occur at the student and classroom level. It will include the objectives that students have not mastered so that specific instruction can be focused on said objectives. It will include the scope and sequence for the course taught and spiraled access to previously covered objectives. Planning time will occur between the teacher and classroom tutor for effective use of the tutor in the classroom and strategies for particular student needs.

\*\*\* Training for staff provided for all staff on coteaching methodology, co-planning, push in support, planning and implementation of centers and projects, embedded professional development support, mentoring for successful support of students and benchmarking.



## **Stage Three**

### **Prescriptive Tutoring Portfolio (while continuing Stage 1 and 2)**

- Student will have prescribed tutoring based on the Student Portfolio
- Portfolio made for each student
  - Tests (CBAs, state testing and other appropriate testing)
  - Writing Sample
  - Art and/or Extra Curricular Sample
  - Verbal Reading Sample
  - Social Emotional Learning/Mental Health overview, if appropriate
  - Teacher Documentation and Testimonials
  - Graduation Plan

\* Data collection is the keystone of the portfolio. Multiple staff members are included in the collection and creation of the portfolio as well as reviewing it with families and students.

\*\* Important so that Teacher/Tutor/Consultant will know exactly where the student stands, strengths and weaknesses, and best way student learns

\*\* Important for student to take control of his/her progress – can see improvements and be motivated by them. This allows students to keep motivated on path to graduation. It also helps to build self-sufficiency in the students.

\*\*\* Training for staff provided in disaggregating data, creation of portfolio, communication of portfolio with stakeholders, updating portfolios and ongoing development and review of portfolio in alignment with prescriptive tutoring progress.



## **Stage Four**

### **Educate Parents to Assist in Prescriptive Tutoring**

- Parents can be involved in helping from home – homework, school involvement, extending tutoring.
- Adult classes at night keep the parents involved in school and having parents in school makes education visibly more important in the household.
- Helps build confidence and competency for the whole family.

\* Data collection will focus on communication of the portfolios with families.

\*\*\* Training for staff provided in adult learning, skill building in parents and families, implementation of family training, identification of family needs, and creation of training aligned to identified family needs.