



United Way of Greater Chattanooga

How to Structure Your Tutoring Session

Tutoring sessions will be 30 minutes long. The following is the suggested model for how to structure your sessions.

1. Greet (1 min)

- Start your session with a quick check-in with your student. Greeting your students is a critical part of the tutoring cycle and is a great time to establish rapport with your student. Simple questions and short icebreakers are two ways to engage.

- Simple questions include: “How are you today?,” “What did you do this weekend?,” or “What Good News can you share today?”

- Icebreakers:

- Elementary: Rock Paper Scissors, Hot Topic, or Rhyming Words

- Middle or High School: This or That, Six Word Story, or a Question from this List

2. Purpose (3 min)

- Explain the task/purpose of the day’s session with your student. This familiarizes your student with the activity of the day, and is when you can define what your student will accomplish in the session.

- Answer any questions your student may have.

3. Model (5 min)

- This is where you will model for the student what he or she will complete in the day’s session. First, model the task while your student watches (e.g. do the math problem, read the sentence, etc.). Second, gradually transition to having your student practice the task with you.

4. Task (13 min)

- Now allow the student to engage fully in the task of the day. Help them practice and focus on areas of skill development. Provide feedback and answer student questions, and work to foster their learning and understanding of the material.

5. Assess (5 min)

- Formative assessments provide tutors and teachers an opportunity to gain clues into how students are progressing. The formative assessments embedded in the tutoring session are for both tutors and students. They are created so that we can provide thoughtful and supportive feedback to students.
- When available, formative assessments should be completed after the Task Phase to reinforce learning and as a final check for understanding before the Reflect Phase.
- It is important to note that sessions may build on each other so written formative assessments may or may not be given during each tutoring session. Ways to assess student understanding of the tutoring session

include:

- Written Assessments: Asking a student to complete a separate task that encompasses the learning of the session.
- Verbal Assessments: Asking a student to articulate knowledge or skill in their own words.
- Visual Assessments: Asking a student to represent a concept or a skill through a picture.

6. Reflect (3 min)

- At the end of your tutoring session, check in with your student to determine how they felt about the task of the day and what you might improve for the next session. Questions should be open ended to maximize student reflection. For example:
 - What did you like most about today's session?
 - What would you change about today's session?
- End the session with positive reflections for the students. For example:
 - "You really nailed it today!"
 - "Wow, thank you for those positive insights! I'll be sure to use those in our next meeting."
- Remember to record student progress and feedback in the Go SchoolBox Platform.