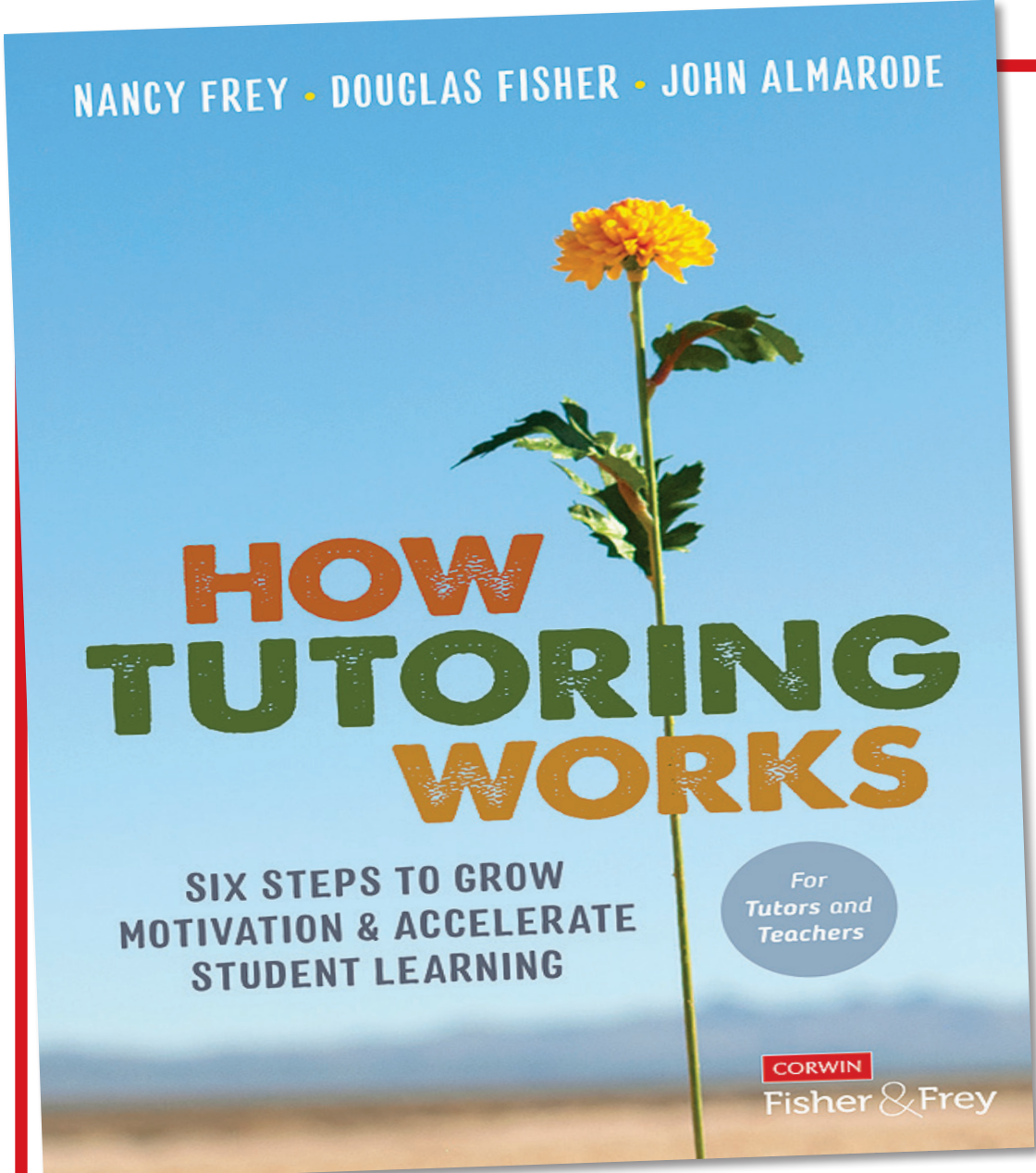


NANCY FREY • DOUGLAS FISHER • JOHN ALMARODE



HOW TUTORING WORKS

SIX STEPS TO GROW
MOTIVATION & ACCELERATE
STUDENT LEARNING

For
Tutors and
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Figure 6.3 Deliberate Practice and Tutoring

COMPONENTS OF DELIBERATE PRACTICE	ACTIONS FOR DEVELOPING EXPERTISE IN TEACHING
<p>Individuals engage in an exercise, task, or experience outside of their current skill level.</p>	<p>Tutors must collaborate with classroom teachers to gain clarity around areas for growth in content and skills; this clarity should pull from the standards of learning, the learner's prior growth and achievement data, and general observations of the student engaged in learning.</p>
<p>The exercise, task, or experience is focused on a specific and measurable learning or performance goal.</p>	<p>Tutors, alongside classroom teachers and the learner, should extract specific goals for each tutoring session. These goals should be specific, measurable, and appropriate for the tutoring session.</p>
<p>The environment of the practice allows for the individual to focus on the exercise, task, or experience.</p>	<p>Tutoring sessions should not take place in the cafeteria, hallway, or the back of the classroom. Learners must have time, space, and resources in an area that does not distract them from their learning.</p>
<p>The individual receives effective feedback.</p>	<p>During the tutoring session, use observations, student conversations, and work samples to provide immediate and constant feedback. In addition, the tutor should adjust the next steps in the session based on that feedback.</p>
<p>A mental model is developed that allows the individual to self-regulate future performance.</p>	<p>The tutor should scaffold the feedback to allow for the development of self-reflection, self-monitoring, and self-evaluating of teaching and learning. In other words, support the learners as they learn how to learn.</p>

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