DELL-D TUTORING MANUAL

Early Reading First
DELL-D Project
(Developing Early Language & Literacy in Danville)
Danville, Illinois

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(1/2008; revised 7/2008, 8/2009, 8/2010)

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DELL-D TUTORING

Overview

Why Tutor?

Children participating in the DELL-D Project have been identified as being at risk for not reading as well as their peers once they enter school, based primarily on the income levels of their families. While all families are definitely not alike, many lower income families have been shown to use fewer words with their children, to use language for fewer purposes, and to read to their children in ways that do not lead their children to learning about the meanings of print. As a result, their children may enter school with fewer words, with more limited concepts about the world, and with less experience with language and literacy.

With good teaching, many of these children will go on to become good readers. However, within this group of children, there will be a small number who, without additional help, will continue to fall further behind.

<u>DELL-D tutoring is designed to provide that help</u>. The children selected for DELL-D tutoring are those who are MOST at risk, based on their initial and ongoing scores on early literacy assessments. Tutors who work with children in small groups or individually have the opportunity to give them more attention, provide more opportunities for learning, reinforce what is being taught in the classroom, and more carefully observe how individual children are responding to teaching.

DELL-D is a part of Early Reading First, a federal project funded by the U.S. Department of Education. All ERF projects are required to address 5 areas of learning shown to predict whether children will learn to read well:
- oral language (receptive and expressive vocabulary)
- phonological awareness (sounds of language, sounds of letters)
- print awareness (print conventions, book conventions, alphabet)
- written language (print has meaning; letters have sounds)
- comprehension (understanding meaning; using understanding of structure of stories/other writing to understand meaning)

DELL-D's contract with ERF is that we will enable classrooms to provide learning experiences that help children grow in all of these areas. All areas are interwoven into the TROPHIES Curriculum, the early literacy curriculum being used in DELL-D. By teaching this curriculum, all DELL-D classrooms are ensuring that children are exposed to each of these areas in a systematic way. <u>These areas also provide the structure for tutoring, because they are also woven into the weekly tutoring plans</u>. Because these are connected, tutoring can reinforce and extend children's learning from the curriculum.

How Tutoring Works

Good tutoring programs have several features in common. As shown in <u>Table 1</u>, DELL-D tutoring is designed with these features in mind.

Table 1. "What Works" in Tutoring

What Works	DELL-D Tutoring
Coordinated with classroom reading instruction (curriculum)	• Coordinated with TROPHIES Curriculum theme being taught in classroom
Training for tutors (initial, ongoing)	• Initial training • Periodic ongoing training
Observation & feedback on tutoring	• Initial intensive support until reliability is achieved on tutoring procedures • Regularly scheduled observation & feedback by Tutor Supervisor
Structured teaching plan and procedures	• Small group - structured, scripted tutoring procedures plus embedded, individualized instruction in areas of most need • One-to-one - individualized, embedded instruction in areas of most need
Assistance in developing tutoring plans	• Scripted tutoring plans • Assistance in identifying individual needs and planning for embedded instruction • Resources
Student materials available	• Each tutor has sets of materials to use with children • Tutor Supervisor assists by finding other appropriate materials
Evaluation of tutoring effectiveness	• Fidelity to the tutoring plan is recorded and used as part of data reporting • Children's progress is used to monitor tutoring effectiveness

DELL-D tutoring is based on a "Response-to-Intervention" (RTI) approach in which <u>all</u> children experience a good classroom curriculum, <u>some</u> children who need some additional assistance receive small group tutoring, and <u>a few</u> children who need intensive assistance receive one-to-one tutoring. Children receive tutoring until they no longer need it, as demonstrated by growth on ongoing assessments.

Each tutor is assigned to one or more classrooms. Tutors spend a full 3 hours, two days per week, in each assigned classroom. In each classroom, tutors work primarily with the 3-4 children who have been identified by their test scores as being most at risk.

<u>Always</u> remember that you are a guest in the classroom. You are providing additional support to children that goes beyond, but is related to, what teachers are already doing with children.

What is "Teaching"?

When you tutor, you are "teaching." When you teach, you are helping children <u>go beyond</u> what they are already doing and what they already know. Because you are working with children who are already behind their peers in their learning, you are helping children <u>move faster, so that they can catch up with their peers</u>. You are helping them <u>learn more than they could learn on their own</u>. You are focusing children's attention on what's important by offering new information, demonstrating new skills, providing opportunities for them to use new information or skills in meaningful ways, giving specific feedback on their performance, modifying opportunities if needed so they can be successful, and ending with success. In general, every "teaching" session should include these steps:

a. tell or show new skills or information ("I do")

b. provide opportunities to practice, demonstrate skill, and consolidate learning ("you do")

c. let the child know what he did that was correct or incorrect

d. if incorrect, provide more support ("we do"):

- acknowledge the child's response as legitimate - recognize the part of it that she did right, that you understood, etc.

- provide more modeling or more information (point out critical features; give clues; "think aloud"; point out rules and relationships that the child can use to guide the next opportunity)

- simplify the task (make it more concrete and hands-on; rearrange the elements; reduce the alternatives by giving a choice between two specific alternatives)

- provide more practice with support

e. gradually withdraw support (and ask for more independence) as child is able to do more ("you do")

f. end with success (even if you have had to modify your intended goal) and let the child know what he did that was correct.

In one-to-one and embedded interactions, the adult can easily pay close attention to how the child is responding, and know if additional support is needed. In a group, even a small group, this is more difficult. In small-group teaching, the adult has to observe carefully to see who is responding to what, in order to correct children's misunderstandings by providing the additional support needed to end the interaction with success.

In addition to the very general approach to teaching outlined above, TABLE 2 contains other, more specific strategies that research has shown to work for teaching specific areas of emergent literacy. (Other strategies are shown in Appendix E). Many of these strategies are <u>embedded within the scripted Tutoring Plans</u>. The Fidelity Checklists used to achieve fidelity to the DELL-D tutoring model also contain include many of these strategies. Your job as a tutor is to make sure that you use the teaching strategies that have been linked to children's learning. Also remember to <u>use repetition liberally</u> - all

children love repetition, and most children need many opportunities, in many contexts, before their learning is solidified and integrated with other knowledge and skills. Saying it or teaching it once or twice doesn't mean that it has been learned.

Table 2. General Approaches to Teaching Emergent Literacy

Area	Approaches
New Vocabulary	Each theme includes vocabulary that children should learn in order to participate fully in the theme activities. Some of these vocabulary words should be explicitly taught (as shown in the Tutoring Plans), whereas others can be taught within the context of reading the book, sometimes by using a simple strategy called an "aside," where you support the child's understanding of the word by giving a quick definition or pairing the word with another, more familiar word. Another strategy is to point to something in the picture that might increase understanding of the word without stopping to define it.
Writing & Print Concepts	• Children can become "authors" long before they master spelling and writing by "sharing the pen". Dictating sentences, stories, lists, cards, words on diagrams, etc. can help children learn what writing is for. Dictation also provides many opportunities to learn about print and story concepts. Sharing the pen involves children in adding letters, words or sentences to the dictation as they feel comfortable doing so. • Children's own names are among the most motivating words to write. At first children's names will look like scribbles, but soon they will begin to use one or two, and then many, recognizable letters. Children should be given many opportunities to write their names, and eventually their friends names. These times can be used for teaching letters, print concepts and how to manage writing materials as well. • Print concepts have been embedded into the story scripts so they can be highlighted and taught in a natural context, teaching children "how print works."
Letter Names & Letter Sounds	Children will soon learn to recognize and name letters. They will also begin to associate letters with their sounds. They will begin to recognize these sounds at the beginning and end of words. Children's own names (or those of their friends) are usually the most motivating words for teaching letter names and sounds. Alphabet books, a printed alphabet strip, the "ABC Song" are also fun ways to learn. Letter cards can be used to play many highly motivating games. Avoid "drill" - make the letters real by providing opportunities to practice naming letters in ways that are motivating and fun. In Year 4, we will be adding some strategies for teaching letter sounds, drawn from the Heggerty Kindergarten curriculum (see Appendix B). Teachers will also be using these teaching strategies.
Shared Reading, Interactive Reading	Shared (or interactive) story-book reading strategies differ depending on whether the book is new or familiar. Children can practice and learn different skills from different readings and different ways of reading, if they are given the opportunity. In DELL-D, children in Tier 2 experience the book in 3 different, prescribed ways: • Picture Walk - provides opportunities learn vocabulary and main ideas; develops interest in story • 1st Reading - provides opportunities to confirm the story-line, more fully

	understand the story-line, enjoy the writing style, and recall main events and characters ideas and emotions; child can help read the story by chiming in on repetitive story lines and by answering questions designed to deepen their understanding • 2nd Reading - children take the lead in re-telling the story, given appropriate clues and prompts; they practice their new vocabulary, respond to open-ended questions, and use descriptive language • (later "readings" - acting out the characters within the story; re-telling the story with a flannel-board; re-creating the story in dramatic play, etc.) Shared reading of <u>non-fiction</u> differs from story reading, helping children to become more observant and deepening understanding of the topic. Non-fiction books can be used to elaborate on the theme or on story books, or can be shared in response to children's interests. Rather than reading the book as you would a story-book, it's fine to use only selected portions of the book, spending more time on detail in the pictures and paraphrasing the text to increase understanding. In all shared reading the reader involves children in interacting with the books (or other written material) in order to make writing real and meaningful for them. Being excited about what you are reading and providing many opportunities for children to engage with the book are critical approaches.
Phonological Awareness	Phonological awareness (awareness of the sounds of language) and phonemic awareness (a later emerging awareness of individual sounds in words) come together with knowledge of letter names, sounds and written forms of letters to provide the foundation for learning to read words. One of the best ways to teaching phonological awareness is to draw children's attention to the sounds, using interesting, engaging activities. The primary means of teaching is to engage children in play with sounds. For Year 4, we will be adding a sequence of skills and strategies drawn from the Heggerty Kindergarten curriculum, modified to be appropriate to Pre-K. Heggerty is a "sound-based," verbal play curriculum. (See Appendix B for lesson plans that go with the TROPHIES themes). Some teachers will also be using these plans (this is their choice).

What is "Testing"?

Teaching is different from "testing." Sometimes adults "test" in order to provide more opportunities for children to practice so that they can consolidate their learning in a particular area. But sometimes when they think they are teaching they are actually testing. When adults ask children to demonstrate something they already know well or are already able to do well, they are testing. When someone teaches, he/she is supporting the child in going beyond what is already known. This requires that you pay close attention to the child as you try to figure out whether he/she is learning and, if not, what it is that may be interfering. <u>This is the information you will use to adjust how you teach</u>.

What a DELL-D Tutor Does

Tutoring Formats

        Tutoring is organized into three formats, shown in Table 3. DELL-D Tutors use all of these formats as they assist children. Further description of each format follows the Table.

Table 3. Formats for DELL-D Tutoring

Format	Characteristics
Small group (Tier 2)	• 20-30 minutes twice per week, with 3-4 children • begins once children have been assessed and identified for tutoring (may begin more quickly if there are children in the class who were previously in tutoring and whose end-of-year test scores showed little improvement) • may occur any time during the day but usually occurs during center time (depending on the teacher) • preferably occurs within the classroom as a regular part of small group work
One-to-one (Tier 3)	• approximately 15 minutes twice per week, with an individual child, preferably within the context of the child's play, snack/meals, or transitions • begins after the first month of small-group tutoring, based on monitoring of children in small group tutoring • targeted toward children who are not progressing as expected in small group tutoring, with interactions directed toward individually identified needs • tutors can set up play opportunities in which to address identified needs
Embedding	• during center time, tutors should work in centers where ANY tutored children are playing - be a play partner; as you play, insert opportunities for children to use the specific skills you have been tutoring on (vocabulary, writing); notice and draw attention to examples of rhyming, beginning sounds, and letters • during other times of day (such as arrival, transitions, snack, outside play), insert playful opportunities for children to practice the skills you are working on • target some opportunities toward tutored children's individual areas of need • set up play opportunities that will increase opportunities for embedding (e.g., using specific vocabulary)

        <u>Small Group Tutoring (Tier 2)</u> is organized into two days within a week, with much of the content corresponding to and expanding on the particular theme and skills being taught in the classroom. The classroom curriculum is based on a 5-day theme (e.g., community) in the TROPHIES Curriculum. You will work in the classroom approximately twice during each theme.

        Story books have been scripted to guide you through the Picture Walk and Reading 1 (Day 1). Practice of <u>other emergent literacy skills (vocabulary, phonological awareness, print concepts) has also been interwoven into the scripts</u>. Reading 2 (Day 2) is more open-ended, with the purpose of supporting the children as tellers/readers of the story by using specific kinds of questioning and support strategies; examples are shown on the scripts.

On both Days 1 and 2 you will also do phonological awareness activities based on a new plan that is sequenced across the year, based on the beginning stages of the Heggerty Kindergarten curriculum. On Day 2 you will do planned phonological awareness games or repeat the Day 1 activities to extend on this learning. The activities are sequenced across the year to emphasize particular skills at particular times, using what are thought to be easy-to-hard sequences for most children. However, there is evidence that these skills also emerge and are learned together, reinforcing one another. Therefore, for phonological awareness teaching, you should follow the sequence that is provided, matching the number of the "week" to the number of the TROPHIES "theme" that is being taught in the classroom. This will be especially important if the teacher is also following the phonological awareness lesson plans. <u>If she is, to avoid confusion, be sure that your teaching matches hers</u>. If you feel that the children in your group are not progressing as quickly as the curriculum, you should also use some of the previous activities to review earlier skills.

On both days, whenever you talk about letters or letter sounds, be sure to use the strategies and lesson plans from the modified Heggerty curriculum (Appendix B).

All letter sound activities and story books are correlated with the weeks/themes of the TROPHIES. However, teachers may move through the curriculum somewhat differently from one another (for example by adding additional days to a particular theme, by having "non-Trophies" weeks when they work on other themes"). You will need to be sure to coordinate the plans for the story-books and letter sounds with weeks/themes that are happening in the classroom(s) that you are in. <u>This is extremely important, as it helps children integrate and expand their learning.</u>

During "non-Trophies" weeks, you can use the opportunity to go "off-schedule" as well, and use your small-group and individual time to review previously learned skills, read books of children's choosing, act out previous books, etc. In general, the tutoring schedule should be maintained as planned across the year, but coordinated with the curriculum.

The schedule for the two days is shown in TABLE 4. Each week, you will introduce, read, and then re-read the same story. <u>Scripts have been developed for each of these days, for each of the books that you will be using</u>. A list of the books chosen for DELL-D tutoring is shown in APPENDIX A. You may also introduce the related non-fiction book. On Day 1 you will also be doing phonological awareness activities from the Heggerty curriculum, whereas on Day 2 you will be doing a phonological awareness game or repeating Day 1 of the Heggerty curriculum to support what children practiced on Day 1. On many days, you will also be monitoring children's progress by recording data on their responses to the activities (see "Monitoring" below).

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Table 4. Small Group Weekly Tutoring Schedule

Day 1	Day 2
New Book (1st reading) – see script • Teach vocabulary and do Picture Walk • 1st reading (insert vocabulary and print concepts) *(optional - introduce non-fiction book - "this book will tell us more about ..."; point out pictures using illustrating theme; leave book out for child to look at)*	Familiar Book (same book as Day 1) – see script • 2nd reading (children as story-tellers) *(optional - talk about non-fiction book introduced on Day 1 - did s/he find anything that he wants to show you? think of a question together that you know can be answered by the book; talk briefly about how informational books can help us learn more about something we are interested in)*
Activity from the modified Heggerty curriculum (Appendix B)	Phonological Awareness Game (rhyming, beginning sounds/sounds of letters, segmenting, blending – see Manual for related games) or activity from modified Heggerty curriculum (Appendix B)
Monitoring (see monitoring schedule) - each area twice every 5 weeks (new CBMs)	
Transition (see Day 1 script and/or use transition activities to complete monitoring CBMs)	Transition (repeat Day 1 transition idea and/or use transitions activities to complete monitoring CBM)

After each session, you will record brief notes about what happened. You will keep your planning/reflection forms in a notebook, with a section for each classroom. It is also essential that you include the names of the children who were present for the small group so that we can keep track of how many sessions each child received.

IMPORTANT
- Before tutoring, when you arrive, offer to show the teachers what you plan to do that day.
- After tutoring, or as you leave, briefly share with teachers how children did that day. Also offer to share your data with them.

The small group tutoring sessions have many goals, and are designed to expose the child to a variety of skills important in emergent literacy. *But the most important goal is for children to enjoy and to become an active participant in reading, writing, constructing narrative, noticing sounds and their relation to letters, and learning what print is for. KEEP IT FUN!*

One-on-One Tutoring (Tier 3) will begin once it is determined whether there are children who are not responding to small group tutoring in the same way as their peers. This information will be based on your monitoring, on classroom monitoring conducted by the teacher, and on mid-year assessments. Once children are selected for Tier 3, tutors will work with each of these children individually, in addition to their time in small group. This

<u>more targeted instruction will occur within the context of typical classroom activities (e.g., center-time, snack/meals, transition, not in pull-out sessions)</u>. Opportunities targeted toward specific children can also be integrated into small group tutoring. (Individual plans will be developed for these children with help from the DELL-D staff.)

<u>Embedded Tutoring</u> is used with ALL children who are in tutoring. You will know what they are working on, both as a group and as individuals. Take every opportunity to spend time with them throughout the day, making the emergent literacy concepts come alive for them by teaching within the context of other activities. For example, during center time you can have conversations that give them opportunities to hear and use the theme-related vocabulary that you have been emphasizing. Children, and especially children who have had fewer opportunities to learn, need many chances to use the skills they are working on in real, meaningful contexts - they have conversations, play with words and sounds, point out letters, provide opportunities to write, etc. - all within the context of children's play and daily routines. Support their interactions with other children - while the children you are tutoring are your primary responsibility, other children will also benefit from the extra opportunities you are providing and can also serve as role models for less advantaged children.

When tutors are not directly engaged in one of these three tutoring formats, they can assist teachers in any way that is helpful, remembering that embedding can often occur <u>within</u> activities in which they are assisting teachers (examples: getting children from the bus, welcoming children to the classroom and helping with back-packs, bathroom, snack).

Monitoring Success (CBMs - Curriculum-Based Measures)
The best way to ensure that children are progressing is to monitor their progress frequently, on content directly related to your teaching. Monitoring <u>is</u> testing. To test, you will be obtaining samples of what the child can do <u>without</u> your support. If a child is not progressing in some area of emergent literacy area, you can then work with your Tutor Supervisor to figure out why not and how to change the plan to better fit the child's needs. Children who have consistent patterns of showing little or no progress will be considered for one-to-one tutoring; this decision will be made by your Tutor Supervisor in consultation with classroom staff. Your data will be an important source of information for making these decisions. If a child is to receive one-to-one tutoring (Tier 3), the Tutor Supervisor will work with you and the teacher to develop an "Individual Tutoring Plan" that will reflect individualized goals and specific ways that you can embed these into the day. The individual plan will also show any differences for CBM data collection (e.g., more frequent).

<u>Tier 2.</u> You will be conducting brief assessments for each of the emergent literacy outcome areas in the tutoring plan. As shown in TABLE 5, assessments are scattered across the 5 weeks of each theme, with 1-2 brief assessments per week (maximum of one per day). For each area, there are specific forms and/or activities to use for collecting monitoring

data. Monitoring activities and forms for each outcome area are shown in APPENDIX C. In addition, there is a "CBM box" that has all materials you will need. Some teachers may also be using these same CBM materials with all children in the classroom (this is their choice). If so, the primary difference is that you will be doing the CBMs more frequently on tutored children, so that you can track their progress more carefully. <u>Share your CBMs with the teacher so that she can incorporate the information into her own CBMs</u>.

Table 5. Tier 2 Monitoring Schedule (5-Week Theme Schedule)

Week 1	Week 2	Week 3	Week 4	Week 5
Day 1 * phonological awareness - rhyme & alliteration until 5/5 correct on both, then segmenting & blending only - begin segmenting & blending when 3/5 correct on rhyme & alliteration Day 2 * print concepts (within story book)	Day 1 *comprehension (within story-book reading) *letters/letter sounds Day 2 *vocabulary *name writing	Day 1 * phonological awareness - rhyme & alliteration until 5/5 correct on both, then segmenting & blending only - begin segmenting &I blending when 3/5 correct on rhyme & alliteration Day 2 * print concepts (within story book)	Day 1 * comprehension (within story-book reading) *letters/letter sounds Day 2 * vocabulary * name writing	Day 1 * "catch-up" CBMs Day 2 * "catch-up" CBMs

You should plan to complete the CBMs indicated on the days/weeks shown, so that all children's progress is monitored in every area at least every 5 weeks. Use Week 5 to catch up on any CBMs on which you are behind. During week 5, you can also offer to help teachers complete their own unit-linked CBMs on the children in your tutoring group (if they are using them), or enter your own data to help them complete their data sheets. The new CBMs for Year 4 are organized with everything you need to complete them, including data sheets and accompanying materials (Appendix C; CBM box). These can be done in a test format if needed, but notice that many of them could just as easily be done within the context of other activities during the day.

<u>Tier 3.</u> Children in Tier 3 will be monitored more frequently (weekly or bi-weekly) on their individually targeted areas. A schedule and plan will be worked out with DELL-D staff as part of each child's individual plan.

Tutoring Schedule

Tutors work on the schedule of the programs in which they are placed; these schedules may differ somewhat for District 118, Head Start, and DACC. Roles of tutors also will differ somewhat depending on the time of year. This is shown below:

Late August
- tutor training

Early September
- begin work in classrooms

Month of September (or until assessments/RTI groups are done)
- assist with classroom set-up as needed
- assist with classroom activities as needed
- assist with observing/assessing children as needed
- practice language teaching strategies during center-time
- practice small group instruction with scripts by spending time with children who the teacher thinks may be identified for tutoring - become familiar with materials and how they work
- practice monitoring procedures with these or other children; become familiar with materials, forms, and process
- end of month - help to identify children for Tier 2 tutoring

October
- begin small group tutoring (Tier 2)
- as new children enroll - observe/conduct informal assessment: screen for tutoring?
- share tutoring plans with teachers (how much they want to know will vary, but it is important that they know what you are doing)
- share monitoring results with teachers - summarize for classroom CBMs
- continue with above, with focus on tutored children
- end of month - help to identify children for Tier 3 tutoring; work with Tutor Supervisor to develop individual plan(s)

November/December
- begin Tier 3 tutoring if needed, based on CBMs and/or mid-year monitoring
- continue with above

February
- begin new/modified tutoring groups, based on mid-year monitoring
- continue with above until end of year

Growing as a Tutor

Everything you do as a tutor occurs within the context of a specific classroom, which in turn operates within the context of a specific school and program. Tutoring is designed to support what teachers do in their classrooms as they use the curriculum and

provide opportunities for children to learn emergent literacy and other skills. It is essential that you <u>respect the teachers' roles in the classroom</u>, even in cases where you may not agree with how the classroom is run or with something the teachers do. You can show your respect by regularly sharing your plans with teachers, by checking with them about scheduling, by sharing how children have performed, and in general by being a good citizen of the classroom.

Teachers will expect you to be there on your assigned days, and to be on time. If you are ill, please contact the teacher as well as the Tutor Supervisor; the goal is for children to have as many tutoring sessions as possible, so every effort will be made to have you make up any missed sessions.

Professional development for <u>everyone</u> in the DELL-D Project is ongoing. As a tutor, you will receive both group and individual support from a "Tutor Supervisor" from the project. Initially she will work closely with you to assist in entry into the classroom (scheduling, roles), and then will continue to do periodic observations of your tutoring in order to provide feedback on your fidelity to the DELL-D tutoring and assessment guides.

Achieving and maintaining fidelity is important for two reasons: (a) the tutoring procedures were developed based on what research tells us about the best ways to teach emergent literacy, and (b) it is important that we be able to describe to ERF and to other projects what it is that occurs during tutoring. As you add more responsibilities (such as one-to-one tutoring), she will provide either group or individual training on these formats. As a part of this process, you will also be videotaping some of your tutoring sessions so that the tapes can be used as a part of training you to fidelity.

The Tutor Supervisor's primary role is to support you and to make sure that tutoring is providing the level of assistance that children need. *She is available to you at any time to help with planning, to help address any issues, and to provide feedback on your tutoring.*