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| **Evidence-informed tutoring practices checklist. The best evidence suggests educators should:** | **Answer the following questions in box describing Tutoring:** |
| **Use trained educators as tutors**. Tutoring works best when led by **teachers, paraprofessionals, teaching candidates, recently retired teachers, or highly trained tutors** who receive a stipend (e.g., AmeriCorps members) and when time for planning and collaboration is provided with the classroom teachers. | **Who is teaching the tutoring groups? (i.e. teachers, paraprofessionals, teaching candidates, recently retired teachers, or highly trained tutors; not individual names)**  **What is the tutor to student ratio? (1:1 or 1:2 is best; 3:1 or 4:1 has strong impact)** |
| **Wherever possible,** **conduct tutoring during the school day**. Tutoring programs that take place during the school day appear to have the largest effects. | **When will tutoring take place? (during school day, before school, after school, Saturdays)** |
| **Provide high dosage tutoring\*\*** **each week**. For example, programs that include frequent sessions (e.g., daily or at least three sessions per week) of at least 30-50 minutes work best. The youngest students (e.g., early childhood through 1st grade) benefit from increased weekly sessions. | **What is frequency and session length? (daily, 3 times a week; for a semester, 9 weeks, etc.)** |
| **Align with an evidence-based core curriculum or use an evidence-based program and practices**. Take specific actions to support student learning, including using quizzing, asking deep explanatory questions, spacing learning over time, incorporating worked example solutions with problem-solving exercises, connecting and integrating abstract and concrete representations of concepts, and combining graphical representations — like figures and graphs — with verbal descriptions. It should not be more of the same instruction they are receiving in the classroom. | **What evidence-based practices, program/curriculum will be used?** |
| **Emphasize attendance and focused worktime during out-of-school tutoring**. Experts have suggested that afterschool tutoring programs may have shown smaller effects than in-school programs because less tutoring occurs. However, out-of-school time programs can be effective. To promote the best results, **ensure these programs provide high-dosage tutoring.\*\*** | **How will equitable accessibility/ attendance be ensured for all students needing learning support due to COVID?** |

**ESSER lll 20% Required LEA Set Aside to Address Learning Loss:**

*Evidence-Based* ***Tutoring******Programs*** *Template:* to ensure evidence-based tutoring for ESSER lll Set-aside*, use this template to answer all questions and upload into related documents or answer all questions in set aside box with budget details; whichever you prefer.* [ESSER lll Tutoring Guidance](https://www.azed.gov/sites/default/files/2021/06/ESSER%20III%2020%25%20Required%20Set%20Aside%20-%20Tutoring%20Guidance%206122021.pdf)

# \*\***High dosage tutoring** is recommended by US Ed. The research on high-dosage tutoring—generally defined as one-on-one tutoring or tutoring in very small groups at least three times a week, or for about 50 hours over a semester—is robust, and it is convincing. On average, the effect sizes are among the largest of all interventions seen in education