

Strategic Tutoring

Professional Development Guide

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Overhead Transparencies & Training Materials

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- OH #2: The Strategic Tutoring approach
- OH #3: Strategic Tutoring: What it is
- OH #4: Strategic Tutoring was designed for...
- OH #5: The instructional phases at a glance
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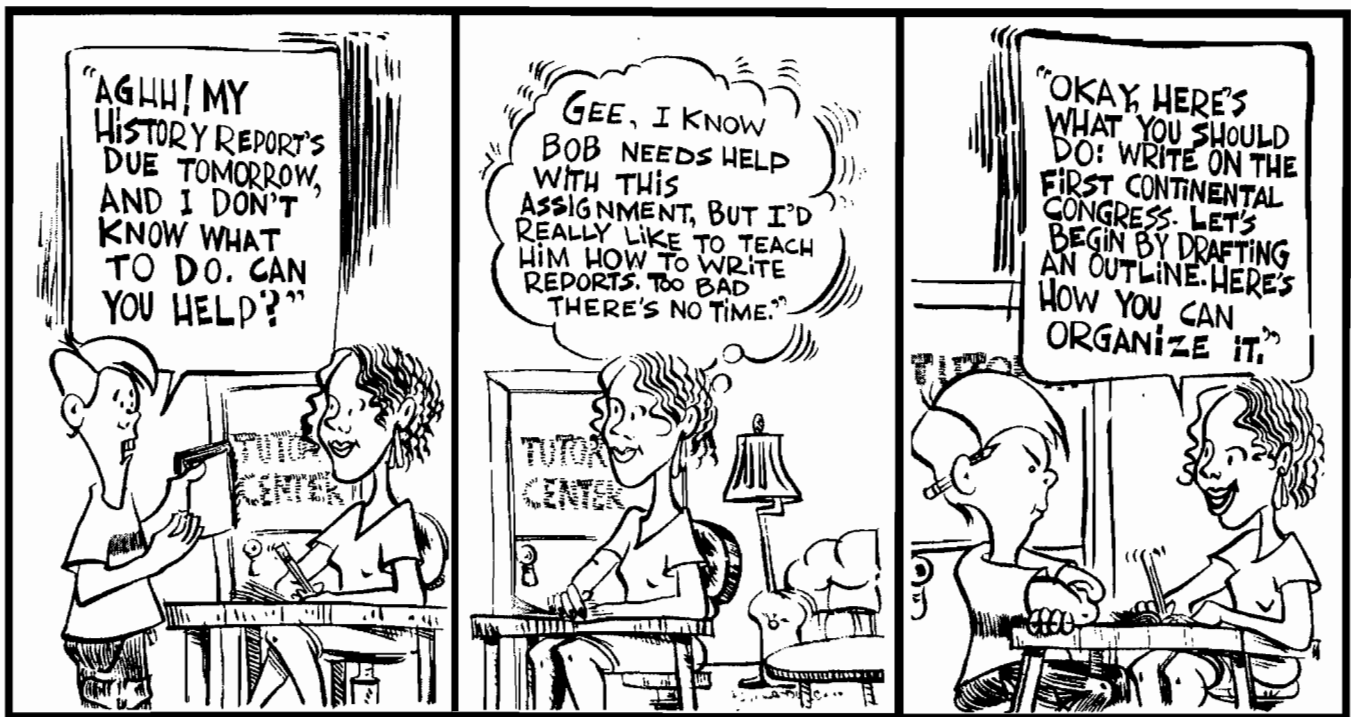
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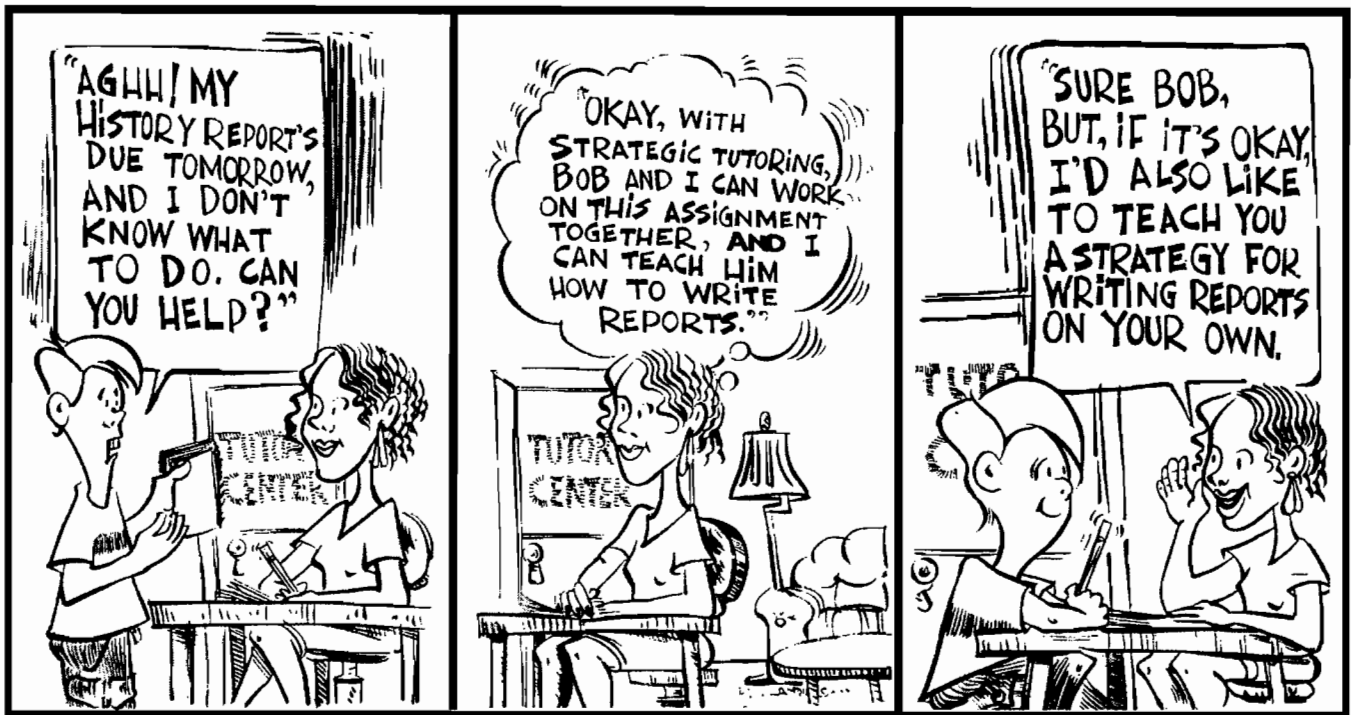
The Traditional Approach to Tutoring

the TRADITIONAL APPROACH



The Strategic Tutoring Approach

the STRATEGIC TUTORING APPROACH



Strategic Tutoring: What It Is

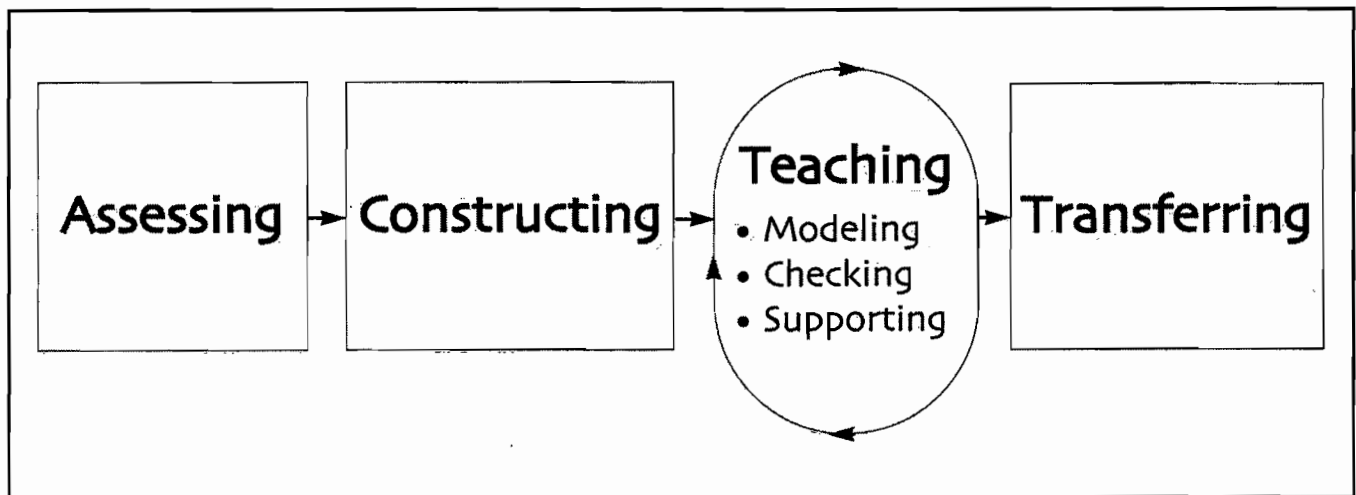
A way to help students:

- **complete & understand
immediate assignments**
- **learn the strategies they need
to complete similar tasks
independently in the future**

Strategic Tutoring Was Designed for...

- **General education teachers**
- **Special education teachers**
- **Paraeducators**
- **Individuals interested in & skilled
at teaching**

The Instructional Phases At a Glance



The Instructional Phases

1. ASSESSING

- the student's current skills and strategies,
- the assignment's requirements, &
- the tutor's knowledge of strategies appropriate for the assignment

2. CONSTRUCTING a new strategy that addresses the task at hand

3. TEACHING & practicing the new strategy until the student reaches mastery

4. TRANSFERRING student use of the strategy to other assignments.

The Outcomes Associated With Strategic Tutoring

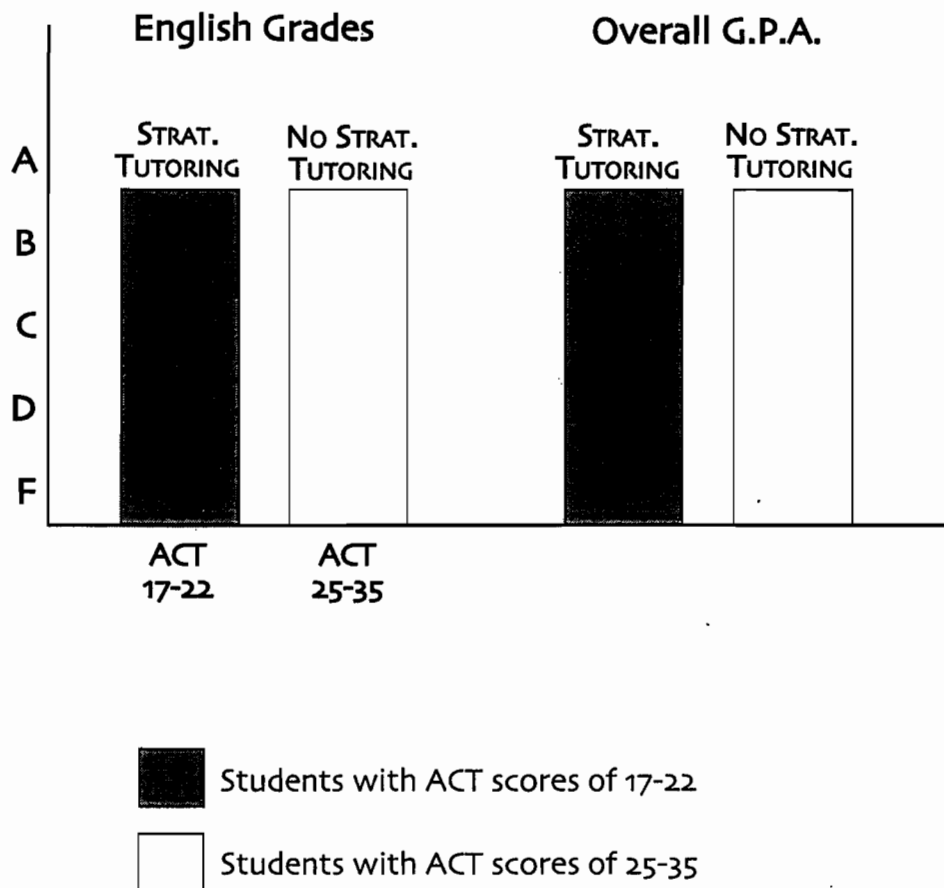
- 1. Students complete assignments and prepare for tests.**
- 2. Students become “Good Information Processors.”**
- 3. The student and tutor create a supportive relationship.**

Good Information Processors

- **Know a large number of useful learning strategies**
- **Understand when, where, and why these strategies are important**
- **Can select which strategy to use in a situation**
- **Think & plan while learning**
- **Put work into their effort**
- **Are motivated to work**
- **Know a great deal about many topics and can use the information**

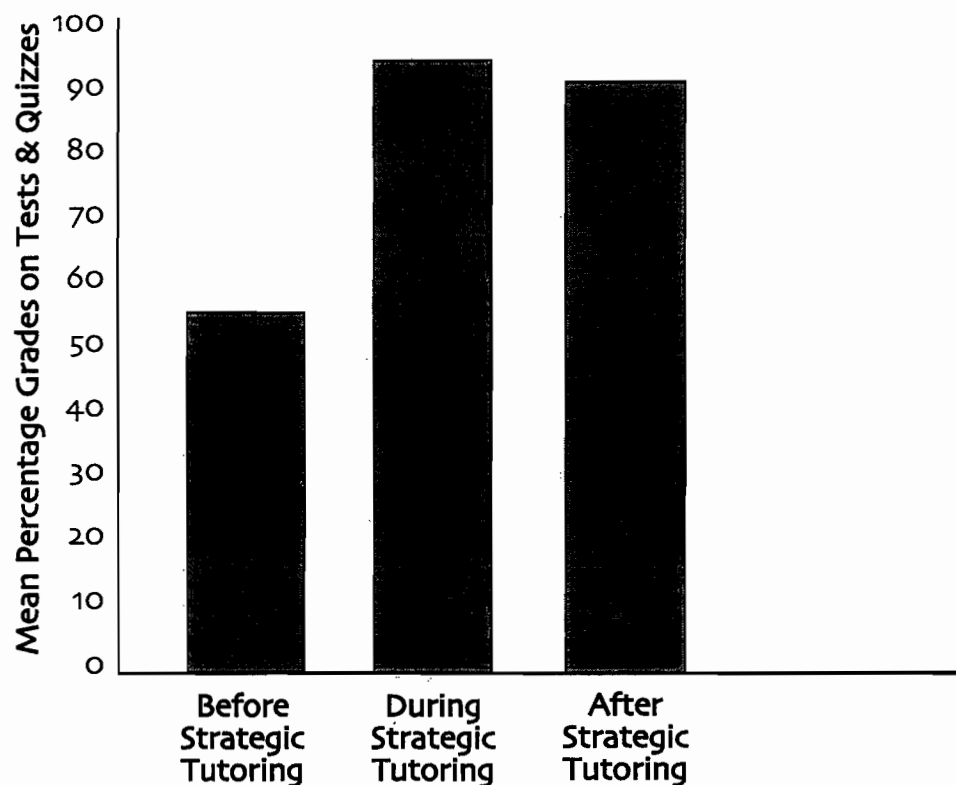
Supporting Research

Grades of Strategic Tutoring athletes
versus non-Strategic Tutoring athletes



Supporting Research

Middle School Students Receiving Strategic Tutoring



The Assessing Phase

DURING THIS PHASE, THE TUTOR:

- 1. Asks about the assignment**
- 2. Determines the student's current strategy**
- 3. Reviews previous performance on similar assignments**
- 4. Asks if the current strategy works**

The Assessing Phase (continued)

- 5. Provides reasons for learning a new strategy**
- 6. Gains the student's commitment**
- 7. Makes a commitment to the student**
- 8. Thinks about known strategies for the task at hand**
- 9. Decides which strategy procedure to follow
(Weaving or Building)**

The Constructing Phase: WEAVING PROCEDURE

**If the tutor knows a strategy applicable to the task at hand,
he or she follows the WEAVING Procedure and:**

- **Lists the steps of the student's current strategy**
- **Reminds the student about the effectiveness of his or her strategy**
- **Adds steps related to an effective strategy**
- **Refines the steps of the strategy**
- **Has the student list the steps of the new strategy on a card**
- **Asks the student to compare the new strategy to the old strategy**

Strategy Construction Worksheet

- (1) *For weaving a strategy:* Write the student's steps. Add other needed steps.
For building a strategy: Write the steps the student and tutor are using.

- (2) **Refine the wording and sequence of the steps.**

Weaving Procedure Example

**List the student's
approach to the task**

- Write
- Turn the paper in

• **DENOTES STUDENT CONTRIBUTION**

Weaving Procedure Example (continued)

**Add steps to create
an effective strategy**

Think about the topic

Organize your ideas

- Write
Revise the draft
Make a final copy
- Turn the paper

• DENOTES STUDENT CONTRIBUTION

Weaving Procedure Example (continued)

Refine the steps

Think

Organize

- Write

Edit

Recopy

- Send it

- **DENOTES STUDENT CONTRIBUTION**

The Constructing Phase: BUILDING PROCEDURE

**If the tutor does NOT know a strategy applicable to the task at hand,
he or she follows the BUILDING Procedure and:**

- **Begins working on the assignment with the student**
- **Stands back & analyzes what they are doing to complete the assignment**
- **Lists the steps of the strategy with the student**
- **Refines the steps of the strategy**
- **Has the student list the steps of the strategy on a card**
- **Asks the student to compare the new strategy to the old strategy**

Building Procedure Example

Step 1: Identifying the Steps

- We looked through the chapter to see how it was organized.
- We read the first question, taking care to notice clue words.
- Then we skimmed through the chapter and looked for the clue words.
- We read the paragraphs that contained the clue words to find the answer.
- When we found an answer, we wrote it down in our own words.

Building Procedure Example (continued)

Step 2: Drafting the Steps

- Look Through the Chapter
- Read the Question and Find Key Words
- Look for the Key Words in the Chapter
- Read Paragraphs with Key Words to Find the Answer
- Write the Answer Down in Your Own Words

Building Procedure Example (continued)

Step 3: Refining the Steps

Preview the Selection

Analyze the Question & Key Words

Track the Key Words

Hunt for the Answer

Say It in Your Own Words

The Teaching Phase

During this phase, the tutor:

- 1. MODELS the strategy**
- 2. CHECKS student understanding**
- 3. SUPPORTS student practice**

Modeling the Strategy

This includes:

- 1. Explaining the student's role during modeling**
- 2. Modeling the steps of the strategy**
- 3. Modeling the “thinking” that accompanies each step**
- 4. Involving the student during the modeling**

Checking Student Understanding

This includes:

- 1. Asking the student to name the steps of the strategy**
- 2. Having the student name the benefits of the strategy**
- 3. Asking if the student wants to modify the strategy**

Supporting Student Practice

This includes:

- 1. Cuing the student to use the strategy**
- 2. Asking the student to compare current performance to previous performance**
- 3. Guiding the student through assignment completion**
- 4. Providing positive and corrective feedback**
- 5. Fading support over time**

The Transferring Phase

During this phase, the tutor:

- **Celebrates strategy mastery with the student**
- **Asks the student to compare current performance to pre-strategy performance**
- **Develops a plan for using the strategy in other settings**
- **Follows up on student use of the strategy**
- **Provides feedback if necessary**

Developing a plan for using the strategy in other settings

This includes identifying:

- 1. Specific settings/classes**
- 2. Specific assignments & due dates**
- 3. Dates and times to work on assignment**
- 4. Dates to review results of strategy usage**

Strategy Construction Worksheet, page 2

Other class/situation in which student will use the strategy:

Specific assignment & due date:

Dates, times, and places student will work on assignment:

Date student and tutor will review results of strategy use:

Other class/situation in which student will use the strategy:

Specific assignment & due date:

Dates, times, and places student will work on assignment:

Date student and tutor will review results of strategy use:

Other class/situation in which student will use the strategy:

Specific assignment & due date:

Dates, times, and places student will work on assignment:

Date student and tutor will review results of strategy use:

Factors That Make for Effective Feedback

- **Feedback is positive.**
- **Feedback is corrective.**
- **Feedback is individualized & confidential.**
- **Feedback is immediate.**

From "Development and Validation of Feedback Routines for Instructing Students With Learning Disabilities," by F. M. Kline, J. B. Schumaker, & D. D. Deshler, 1991, *Learning Disability Quarterly*, 14(3), p 191-207.

To Give Corrective Feedback

- **Specify a category of errors.**
- **Specify what the student should do to avoid the error.**
- **Provide a model of what to do.**
- **Have the student practice and provide additional feedback.**
- **Ask the student to paraphrase the feedback about the error.**
- **Have the student set a goal to avoid the error in the future.**
- **Repeat corrective steps above for each category of errors made.**
- **Communicate your positive expectations to the student.**

Critical Features of Strategies

An effective strategy is one that:

- **Directly relates to a current assignment**
- **Relates to a key academic task that the student will encounter many times as a learner**
- **Is practical and easy to use**
- **Is comprised of a logical sequence of steps**

Critical Features of Strategies (continued)

- **Has steps that begin with a verb**
- **Is easy to remember**
- **Has seven or fewer steps**
- **Has some sort of memory device built into it**
- **Produces a positive outcome**

How to Become a Competent Strategic Tutor

- **Become familiar with the procedures in the Strategic Tutoring manual.**
- **Watch an expert demonstrate the procedures and skills explained in the manual.**
- **Participate in role-play activities and receive feedback on your performance.**
- **Videotape your tutoring sessions and use the Strategic Tutoring Checklist.**
- **Work with a peer coach in actual tutoring situations and receive feedback about your performance.**

Strategic Tutoring Checklist

DID YOU: *(for self-evaluation and guidance)*

DID THE TUTOR: *(for peer coaching)*

Assessing Phase

- _____ 1. Ask about the assignment?
 - a. What is it?
 - b. When is it due?
 - c. What materials are needed to complete it?
- _____ 2. Determine the student's current strategy?
- _____ 3. Review previous performance on similar assignments?
- _____ 4. Ask if the current strategy works?
- _____ 5. Provide reasons for learning a new strategy?
- _____ 6. Gain the student's commitment?
- _____ 7. Make a commitment to the student?
- _____ 8. Think about known strategies for the task at hand?
- _____ 9. Decide which strategy procedure to follow? (Weaving or Building)

Constructing Phase

If the WEAVING Procedure was chosen:

- _____ 1. List the steps of the student's current strategy?
- _____ 2. Remind the student about the effectiveness of the student's strategy?
- _____ 3. Add steps related to an effective strategy?
- _____ 4. Refine the steps of the strategy?
- _____ 5. Have the student list the steps of the new strategy on a card?
- _____ 6. Ask the student to compare the new strategy with the old strategy?

Or, if the BUILDING Procedure was chosen:

- _____ 1. Begin working on the assignment with the student?
- _____ 2. Stand back and analyze what the tutor and student are doing to complete the task?
- _____ 3. List the steps of the strategy with the student?

Teaching Phase

- _____ 4. Refine the steps of the strategy?
- _____ 5. Have the student list the steps of the constructed strategy on a card?
- _____ 6. Ask the student to compare the new strategy with the old strategy?

MODEL the strategy for the student?

- _____ 1. Explain the student's role during modeling?
- _____ 2. Model the steps of the strategy?
- _____ 3. Model the "thinking" that accompanies each step?
- _____ 4. Involve the student during the modeling activity?

CHECK the student's understanding of the strategy?

- _____ 1. Ask the student to name or list the steps of the strategy?
- _____ 2. Have the student explain the benefits of the strategy, where it could be used, and why each step is important?
- _____ 3. Ask the student if she wants to modify the strategy?

SUPPORT the student's practice with the strategy?

- _____ 1. Cue the student to use the strategy?
- _____ 2. Ask guiding questions?
- _____ 3. Guide the student through assignment completion?
- _____ 4. Provide positive and corrective feedback?
- _____ 5. Fade support over time?

Transferring Phase

- _____ 1. Celebrate strategy mastery and progress toward becoming a strategic learner?
- _____ 2. Ask the student to compare current performance to performance before learning the strategy?
- _____ 3. Develop a plan for using the strategy in other settings?
 - _____ a. Identify specific settings/classes?
 - _____ b. Identify specific assignments and due dates?
 - _____ c. Identify dates and times to work on assignment?
 - _____ d. Identify dates to review results of usage?
- _____ 4. Follow up on student use of the strategy?
- _____ 5. Provide feedback if necessary?

Peer-Coaching

A confidential process in which professionals work together to:

- reflect on their teaching,
- refine their skills,
- teach one another, or
- solve problems.

Phases of Peer-Coaching

**Phase 1: Preconference
Discussion & Planning**

Phase 2: Classroom Observation

Phase 3: Feedback

Phase 1:

Preconference Discussion and Planning

- **Enlist a coach.**
- **Make a copy of the *Strategic Tutoring Checklist*.**
- **Set a time for the observation.**
- **Discuss questions and concerns.**

Phase 2:

Classroom Observation

- **Peer Coach observes a tutoring session.**
- **The Peer Coach completes the *Strategic Tutoring Checklist*.**

Phase 3: Feedback

- **Tutor and Coach discuss the session.**
- **Peer Coach provides positive and corrective feedback.**
- **Coaching continues until mastery is achieved.**

Role-Play #1

Pretend that you are a student who is really frustrated about reading. However, you want to be a good student and are willing to work with your tutor to learn how to be a better reader. Approach your tutor, and:

- 1. Ask for help with your English assignment.**
- 2. Provide the following information about the assignment if asked:**
 - You are supposed to read a chapter in a novel (about 6 pages) for today's assignment.**
 - You are worried because you know that the teacher will be asking questions about the reading in class tomorrow and may even give a quick quiz. In the past, you have not been able to answer any questions about assigned readings. Explain that when you read books, you get nothing out of them. You can't remember anything.**
- 3. If asked, tell how you currently read books. Say something like, "I read things word for word. I start at the first word, read the next word, and so forth."**
- 4. If asked, tell what grades you are currently earning. Say something like, "I have failed the quizzes."**

Follow your tutor's instructions. After the tutoring session, fill out the *Strategic Tutoring Checklist*, and give feedback to the tutor.

Role-Play #2

Pretend that you are a student who is enrolled in a math course. Your teacher emphasizes solving problems where you have to apply what you have learned. However, you feel that you do not understand how to learn math. You are failing the quizzes and tests. You want to be a good student and are willing to work with your tutor to learn how to learn math. Approach your tutor, and:

- 1. Ask for help with your math assignment.**
- 2. Provide the following information about the math assignment if asked:**
 - You have to read the lesson in your textbook (about 4 pages).**
 - You have to answer the even-numbered problems at the end of the lesson.**
- 3. If asked, tell how you currently do math assignments. Say, “My friend helps me. I just watch what he does, and I write the same stuff. He’s absent today.”**
- 4. If asked, tell what grades you are currently receiving. Say, “I get B’s and A’s on my homework, but I am failing the quizzes and tests.”**

Follow your tutor’s instructions. After the tutoring session, fill out the *Strategic Tutoring Checklist*, and give feedback to the tutor.

Role-Play #3

Pretend that you are a student who is enrolled in a health class. You are having difficulties getting your current-event assignments completed. You are serious about doing well in the class, but you just do not understand how to approach these assignments. Approach your tutor, and:

- 1. Ask for help with your health assignment.**
- 2. If asked, explain that you need to cut out an article from a newspaper or magazine that focuses on health. Then you need to write a page in your journal about the article. You need to tell what the article is about and what you think of it.**
- 3. If asked, explain that you have been receiving about half the points available for this assignment each week. You want to do better.**
- 4. If asked, explain that you have approached the task by first finding an article. Then you write about two sentences. Then, because you do not know what else to write, you stop.**

Follow your tutor's instructions. After the tutoring session, fill out the *Strategic Tutoring Checklist*, and give feedback to the tutor.

Role-Play Instructions

- # OF PEOPLE NEEDED:** 3 (one to play the role of the student, one to play the role of the tutor, and one to give the tutor feedback about his or her performance)
- MATERIALS NEEDED:** 2 copies of the *Strategic Tutoring Checklist*
1 copy of the *Strategy Evaluation Checklist*
1 copy of the *Strategy Construction Worksheet*
1 of the role-play situations from Handouts 1–3
Any props needed for the situation selected (e.g., book, paper)
- GOAL:** For the person playing the tutor to implement each of the instructional steps listed on the *Strategic Tutoring Checklist*

PROCEDURES:

1. Give the *Strategic Tutoring Checklist* to the person who will be giving feedback. Ask the person to check each item on the checklist performed during the role-play.
2. Give the person playing the student the role-play situation selected to read (Handout 1, 2, or 3).
3. Conduct the role-play activity. The tutor should use the *Strategic Tutoring Checklist* to guide the tutoring session and the *Strategy Construction Worksheet* to help construct a new strategy.
4. At the end of the activity, the evaluator should provide feedback using the *Strategic Tutoring Checklist* completed during the activity. Participants should discuss each item on the checklist, and solicit suggestions about how the tutor might improve performance. Use the *Strategy Evaluation Checklist* to discuss the quality of the strategy designed. Discuss ideas for improving the quality of the strategy.

Strategic Tutoring Checklist

DID YOU: *(for self-evaluation and guidance)*

DID THE TUTOR: *(for peer coaching)*

Assessing Phase

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 - a. What is it?
 - b. When is it due?
 - c. What materials are needed to complete it?
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- _____ 5. Provide reasons for learning a new strategy?
- _____ 6. Gain the student's commitment?
- _____ 7. Make a commitment to the student?
- _____ 8. Think about known strategies for the task at hand?
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Constructing Phase

If the WEAVING Procedure was chosen:

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Teaching Phase

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Transferring Phase

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- _____ 2. Ask the student to compare current performance to performance before learning the strategy?
- _____ 3. Develop a plan for using the strategy in other settings?
 - _____ a. Identify specific settings/classes?
 - _____ b. Identify specific assignments and due dates?
 - _____ c. Identify dates and times to work on assignment?
 - _____ d. Identify dates to review results of usage?
- _____ 4. Follow up on student use of the strategy?
- _____ 5. Provide feedback if necessary?

Strategy Evaluation Checklist

IS THE STRATEGY ...

1. Designed to address the academic task at hand?

<i>definitely</i>		<i>somewhat</i>		<i>not at all</i>
5	4	3	2	1

2. Related to a key academic task that the student is likely to face in several classes?

<i>definitely</i>		<i>somewhat</i>		<i>not at all</i>
5	4	3	2	1

3. Practical and easy to use?

<i>definitely</i>		<i>somewhat</i>		<i>not at all</i>
5	4	3	2	1

4. Made up of a logical sequence of steps?

<i>definitely</i>		<i>somewhat</i>		<i>not at all</i>
5	4	3	2	1

5. Comprised of several steps that tell the student how to work with the information (and not merely a group of helpful hints)?

<i>definitely</i>		<i>somewhat</i>		<i>not at all</i>
5	4	3	2	1

6. Made up of steps that each begins with a verb?

<i>definitely</i>		<i>somewhat</i>		<i>not at all</i>
5	4	3	2	1

7. Easy to remember?

<i>definitely</i>		<i>somewhat</i>		<i>not at all</i>
5	4	3	2	1

	<i>Yes</i>	<i>No</i>
a. Are the steps short?	_____	_____
b. Are the steps easy to read and understand?	_____	_____
c. Are there seven or fewer steps?	_____	_____
d. Is a memory system built into the list of steps? (optional)	_____	_____

8. Likely to produce positive results (e.g., good grades) for the student?

<i>highly</i>		<i>somewhat</i>		<i>not at all</i>
5	4	3	2	1

Strategy Construction Worksheet

- (1) *For weaving a strategy:* Write the student's steps. Add other needed steps.
For building a strategy: Write the steps the student and tutor are using.

- (2) **Refine the wording and sequence of the steps.**

Strategy Construction Worksheet, page 2

Other class/situation in which student will use the strategy:

Specific assignment & due date:

Dates, times, and places student will work on assignment:

Date student and tutor will review results of strategy use:

Other class/situation in which student will use the strategy:

Specific assignment & due date:

Dates, times, and places student will work on assignment:

Date student and tutor will review results of strategy use:

Other class/situation in which student will use the strategy:

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