**Strategic Tutoring Tutor Checklist**

**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 them 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?