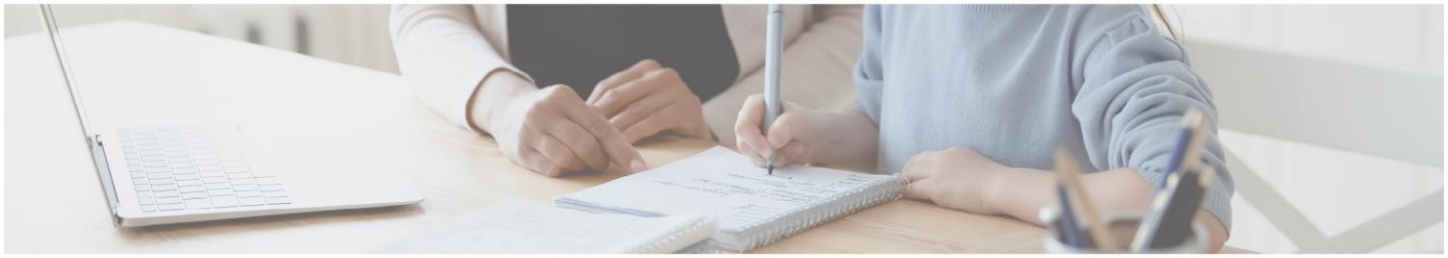
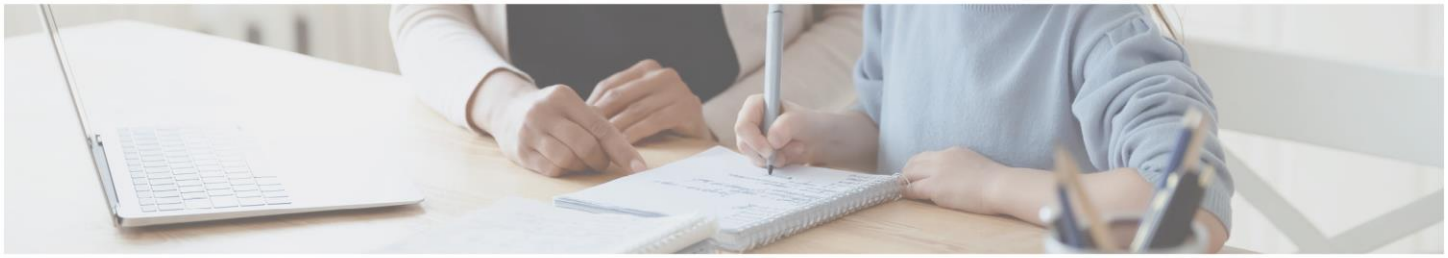


TN ALL Corps Mathematics Guidance

Tennessee Department of Education

December 2021



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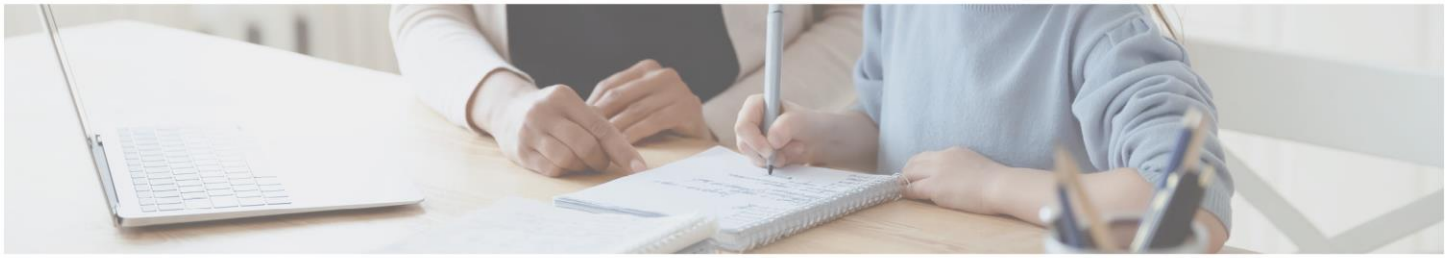

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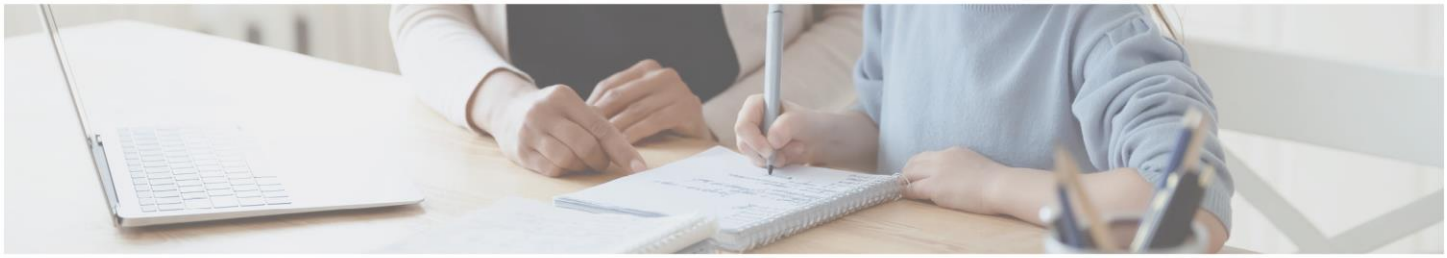


Overview

Students across the state of Tennessee had varying access to instruction in Spring 2020 and throughout the 2020-21 school year. This resulted in lower proficiency across the state, specifically in math and early reading.

On January 22, 2021, Governor Lee and the Tennessee General Assembly enacted the Tennessee Learning Loss Remediation and Student Acceleration Act (Public Chapter 1 of the First Extraordinary Session) to address the learning loss of students due to COVID-19 related school closures. Through this new law, the legislature and the Tennessee Department of Education (department) clearly identified the need for a continuum of supports to support Tennessee children with learning acceleration.

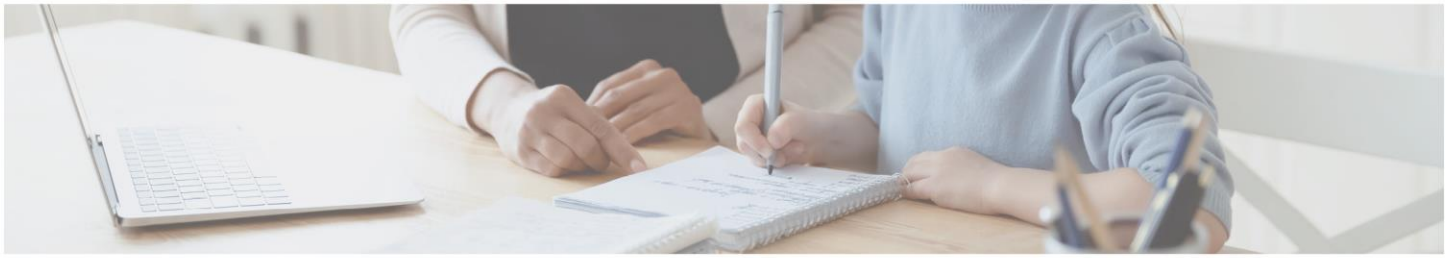
As a follow up to the legislative focus on learning loss, the department has developed a grant-based opportunity to help districts focus on high-dosage, low-ratio tutoring, called the TN ALL Corps grant program. Through the TN ALL Corps grant program, the department has awarded grants to 80+ districts to stand up their own high-dosage, low-ratio tutoring programs. This guidebook is intended to support districts in their implementation of their mathematics TN ALL Corps tutoring program design.

The department has partnered with Zearn to support the TN ALL Corps math tutoring program through a competitive request for proposal process. Zearn is the department's online mathematics platform and includes progress monitoring, math lessons that are connected to students' core math learning, and foundational content to support deeper interventions. More information about Tennessee's tutoring partnership with Zearn can be found here.

The document contains a six-step process to prepare tutors, design their tutoring programs, and launch mathematics tutoring within the TN ALL Corps framework.

This guidebook helps district and tutoring site leads develop quality high-dosage, low-ratio tutoring programs that are responsive to the district's own contextual decision needs, but also meet the requirements of the TN ALL Corps program.

If districts need more generalized support, they can review TN ALL Corps overview here or funding guidance here.



How does the TN ALL Corps high-dosage, low-ratio tutoring model help support students within the continuum of student supports available in Tennessee?

Tennessee districts have the opportunity to engage in multiple programs that provide a strong continuum of student supports beyond daily instruction. Included in the continuum of student supports are RTI^2, summer programming, high-dosage, low-ratio tutoring, and special education services and programming.

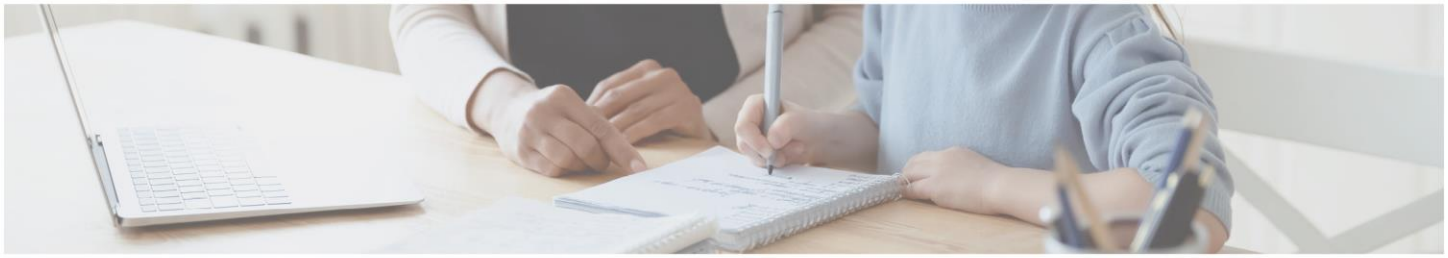
Response to Instruction and Intervention (RTI^2): RTI^2 is a structured intervention time providing additional skills-specific instruction based on identified skill deficits for improved access to Tier I (core) instruction. Students receiving RTI^2 interventions are identified using multiple data sources through collaboration amongst a variety of internal stakeholders. Once a student is identified as needing intervention, families are notified of the supports being provided to the student. See more information about RTI^2 here.

Summer Programs: Summer programs provide additional learning experiences essential to accelerate students' educational growth and ensure all students have the opportunity to reach their goals. Summer learning programs are grounded in high-quality instructional materials and are delivered in small group settings. Students served in the summer program include those students who are identified as "below" and "approaching" on the TCAP or are considered "at-risk" using other standards-based benchmark assessments.

Special Education Services and Programming: Students with disabilities who participate in TN ALL Corps tutoring must receive the supports, services, and accommodations noted in the IEP/Section 504 plan to access tutoring content (i.e., read aloud, manipulatives, special transportation, assistive technology, etc.). Tutors should consult with the student's special education caseworker or Section 504 case manager to review and receive a copy of the student's IEP at-a-glance or Section 504 Plan.

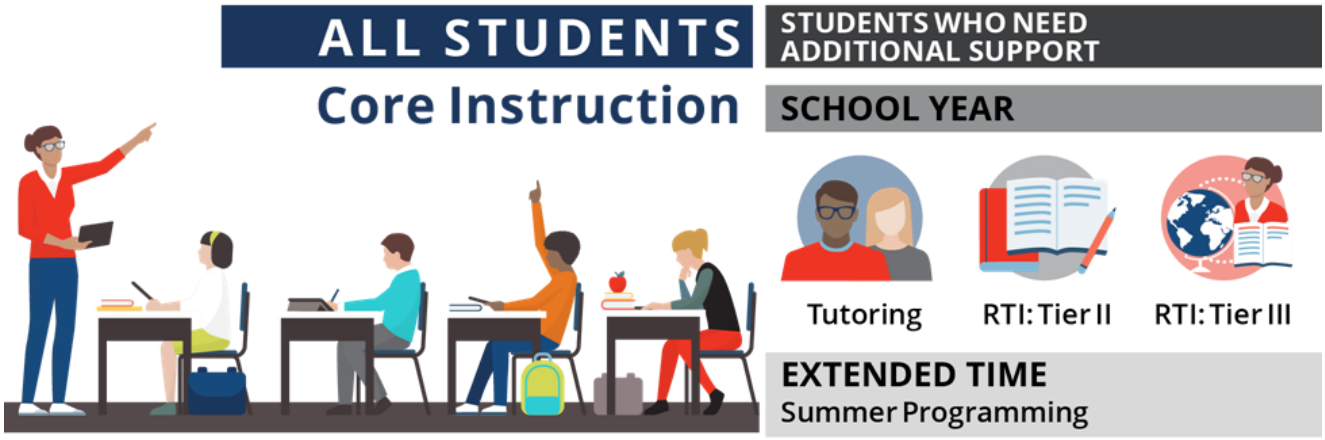
TN ALL Corps is a Tier 1 academic support and should not be included on the student's IEP/504 plan, nor should it supplant any tiered or special education interventions the student ireceives because TN ALL Corps tutoring is not a special education service. As noted in the Special Education Framework guidance document, special education interventions included on the IEP are those required for areas of exceptionality for students who meet IDEA eligibility criteria.

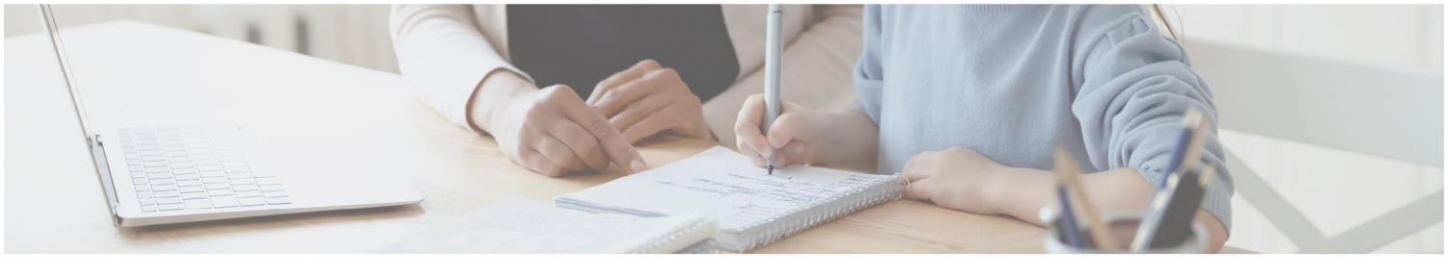
English Learners (Students Receiving ESL): English Learners (ELs) are identified and served via a two-step process outlined in ESL Rule 0520-01-19. ELs benefit by receiving continuous opportunities to listen, speak, read, and write about new learning throughout the entire school day. TN ALL Corps tutors provide additional exposure to and engagement with the English language and academic content all students must master for academic success. TN ALL Corps programs must be accessible to all students, regardless of their English language proficiency. LEAs must provide the accommodations, modifications, and/or supports listed in the EL's Individualized Learning Plans (ILPs) to ensure the



student has equal access to tutoring as their English proficient peers. ILP supportsshould nclude translation or interpretation services.

TN ALL Corps Tutoring: TN ALL Corps programs create high-impact learning experiences, focus on reteaching missed or unlearned concepts, and connect those unlearned concepts to grade level content for the purpose of accelerating student learning. TN ALL Corps should focus on students demonstrating significant learning loss, especially those students who are "approaching" proficiency on TCAP or other standards-based benchmark assessments. These students often need a longer series of tailored concept development and "just in time" interventions through targeted and frequent tutoring.

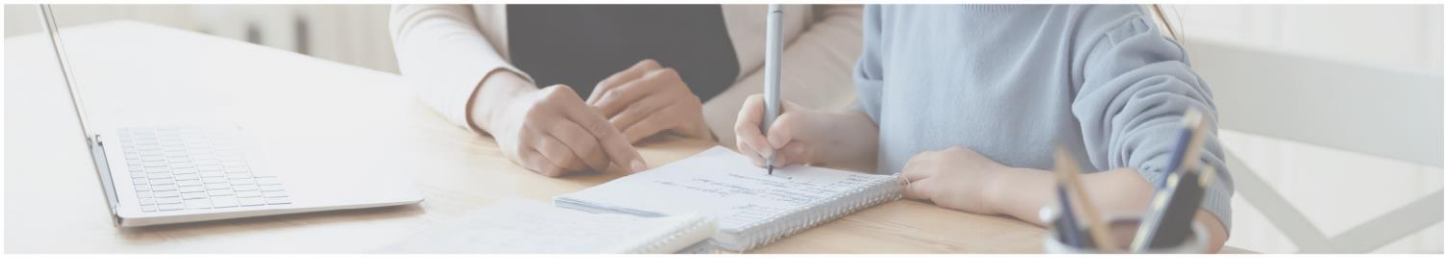




What are the components of high-dosage, low ratio tutoring that are embodied through the TN ALL Corps program?

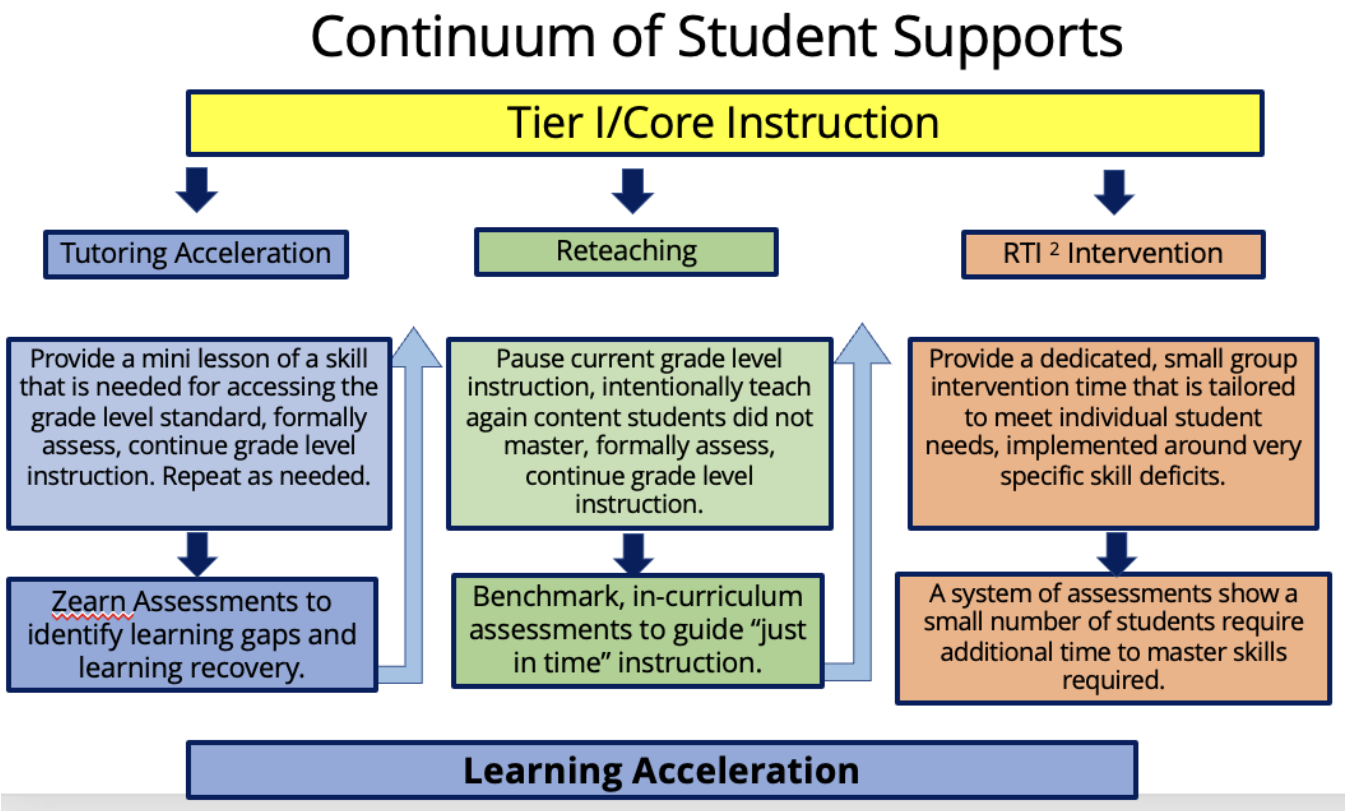
	Key Components
	Group Size Small student groups of 2-3 students for elementary and middle, and 3-4 for high school
	Frequency Two to three sessions per week OR week-long intensive sprints (with experienced teachers)
	Staffing May include staff, paraprofessionals, teacher candidates, tutors, or volunteers – as long as adequate training is included
	Scheduling Sessions taking place during the school day are typically more effective (replace time or extended day)
	Delivery In-person. Can be delivered virtually/socially distanced for high school grades
	Measurement Use of ongoing informal assessments to target instruction
	Content Focus Focus on one content area per semester. Big impacts are possible by focusing on elementary reading and high school math
	Materials High quality materials aligned with classroom content to reinforce classroom instruction and enhance effectiveness
	Relationships Based on the results of the data collection and feedback from students and staff
	Prioritization Tutoring is for everyone, though lower-performing students should be prioritized

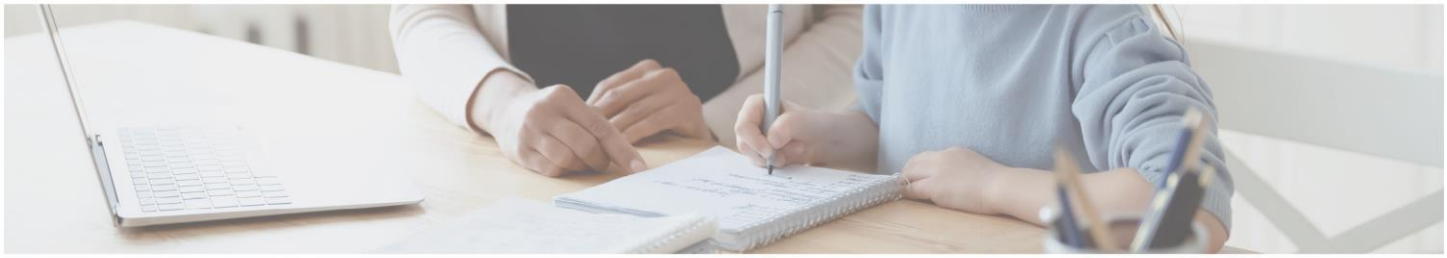
***Week-long intensive sprints:** School districts can utilize breaks during the school year, such as fall break and/or spring break, to provide TN ALL Corps tutoring for students. Providing students with these learning acceleration experiences during the break allow tutors to deliver targeted, intensive instruction giving students more immediate recovery opportunities. Tutors meet with students for extended periods during the day throughout the break to deliver tutoring instruction. A sample schedule for week-long intensive sprints can be found here.*



Ground in acceleration of learning, not reteaching.

TN ALL Corps tutoring utilizes a learning acceleration model. This instructional approach focuses on providing just-in-time instruction to address unfinished learning in fundamental understandings or prerequisite skills by connecting the new learning to grade level content. Learning acceleration overcomes the ineffective practice of remediating below grade level concepts with struggling learners, thus allowing the student to actively engage with and advance in Tier 1/Core instruction.





Overarching Implementation Process

The following implementation process provides a step-by-step approach that guides districts through an evidenced-based, high-dosage, low-ratio tutoring framework that allows districts to incorporate a student-first approach within their own contexts.

Step 1: Determine Student Needs

1. In the intent to apply and ePlan application, the district determined grade levels and subject areas to focus on for the TN ALL Corps program. For additional information in completing a TN ALL Corps ePlan application, see funding guidance here.

   In this step, a district has already analyzed their overarching district- and school-based data to determine which grades and which content should be the focus area for the district; the district must now work to determine the individual needs of students to launch tutoring groups and individualized trajectories for student learning.

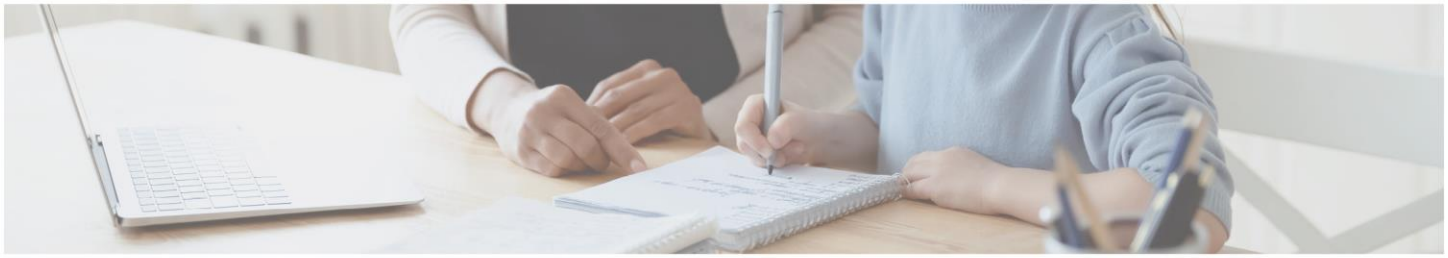
   Some districts and schools are running reading and math tutoring programs, but other schools and districts are focusing on one content area.

The following process is a focus for mathematics decision-making only.

2. Districts should analyze available math data determine the areas of instructional focus that need to be addressed across the prioritized tutoring grades in the area of math.

3. A district identifies specific students who would benefit from tutoring by using a variety of internal data points as well as a student's performance on the Tennessee Comprehensive Assessment Program (TCAP).

4. Once students are identified, it is essential for the school to reach out to the parent or guardian to obtain approval for tutoring. A model letters to families can be found **here**. As a district customizes these letters to meet the specific needs of students within their district, they should consider explaining the goals of the tutoring program, how the parent will be updated on tutoring progress, and how the home-tutoring-classroom connections will be maintained to support the overarching learning goals of the student.



5. The district or school data team should log students into the Zearn platform to determine specific needs for each student participating in the tutoring program. Using the Zearn data and other data sources will help the school and district create low ratio student groups (1:3) based on the specific learning needs of students in 1st through 5th grade. (Middle school student ratios can be 1:4).

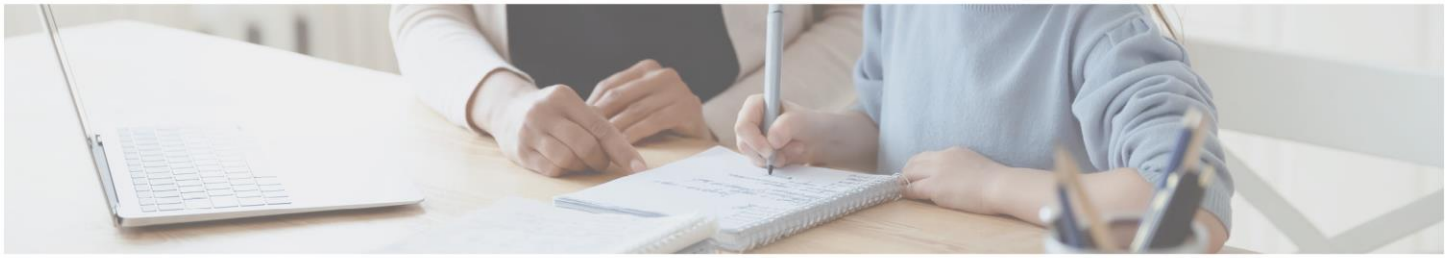
   Note: It is important for districts to group students based on learning needs, NOT on scheduling convenience.

   Zearn Math's approach to student placement is based on extensive research on the benefits of acceleration (students connecting unfinished learning in the context of new learning) vs. remediation (students spending significant time in below-grade level content before moving into new learning).

   When starting Zearn at the beginning of the school year, all students should be placed at the first digital lesson of their assigned grade for Tier I instruction. As students work through each digital lesson, an embedded daily diagnostic assesses understanding and automatically launches just-in-time foundational support. Students continue working through the digital sequence at their own pace with the specific support they need. When starting with Zearn mid-year, students should be placed at the beginning of the unit their teachers are currently teaching so that students are learning foundational math content across instructional times.

   Detailed Placement Instructions: **Placing Students with Zearn**
   Consider all students for TN ALL Corps tutoring supports; however, some students will need additional considerations to ensure tutoring instruction complements existing interventions and supports for each student. For example, special education services, ESL services, RTI^2 Tier II or III interventions will need additional considerations in designing appropriate tutoring. Students with disabilities or English learners (ELs) who participate in TN ALL Corps tutoring must receive the supports, services, and accommodations noted in the IEP/Section 504 plan/ILP to access tutoring content (i.e., read aloud, manipulatives, special transportation, assistive technology, etc.). Tutors should consult with the student's special education caseworker, Section 504 case manager, or ESL teacher to review and receive a copy of the student's IEP at-a-glance, Section 504 Plan or ILP.

   Students who receive other supports within the continuum of learning may also benefit from tutoring as a Tier I academic support through TN ALL Corps tutoring. TN ALL Corps tutoring, however, should not replace any tiered interventions, ESL services, or special education services the student is receiving. Tutoring supports should always be coordinated through the student



support team. TN ALL Corps tutoring is not a special education service, so it should not be included on a student's IEP.

Note: Districts should create a "wait list" of students who can be invited to participate in the TN ALL Corps tutoring program. If a parent/guardian denies participation in the program, a student moves, drops out of the program, or needs more intensive supports as the tutoring progresses, a student on the "wait list" should fill the open tutoring seat.

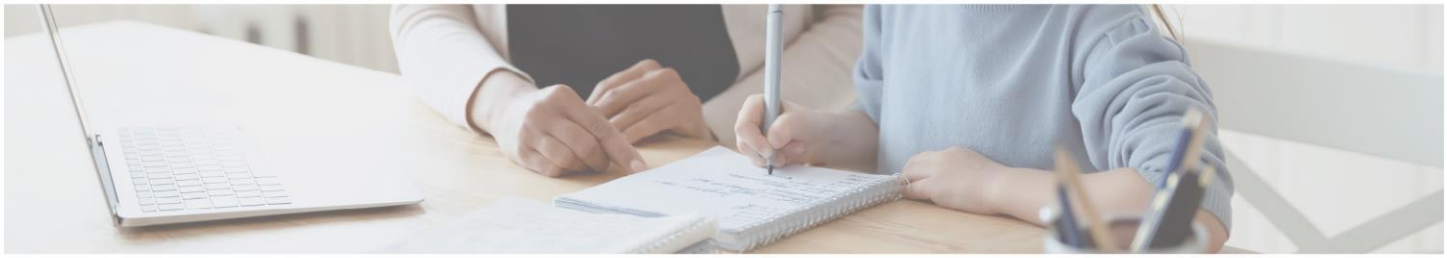
Step 2: Design TN ALL Corps Sessions

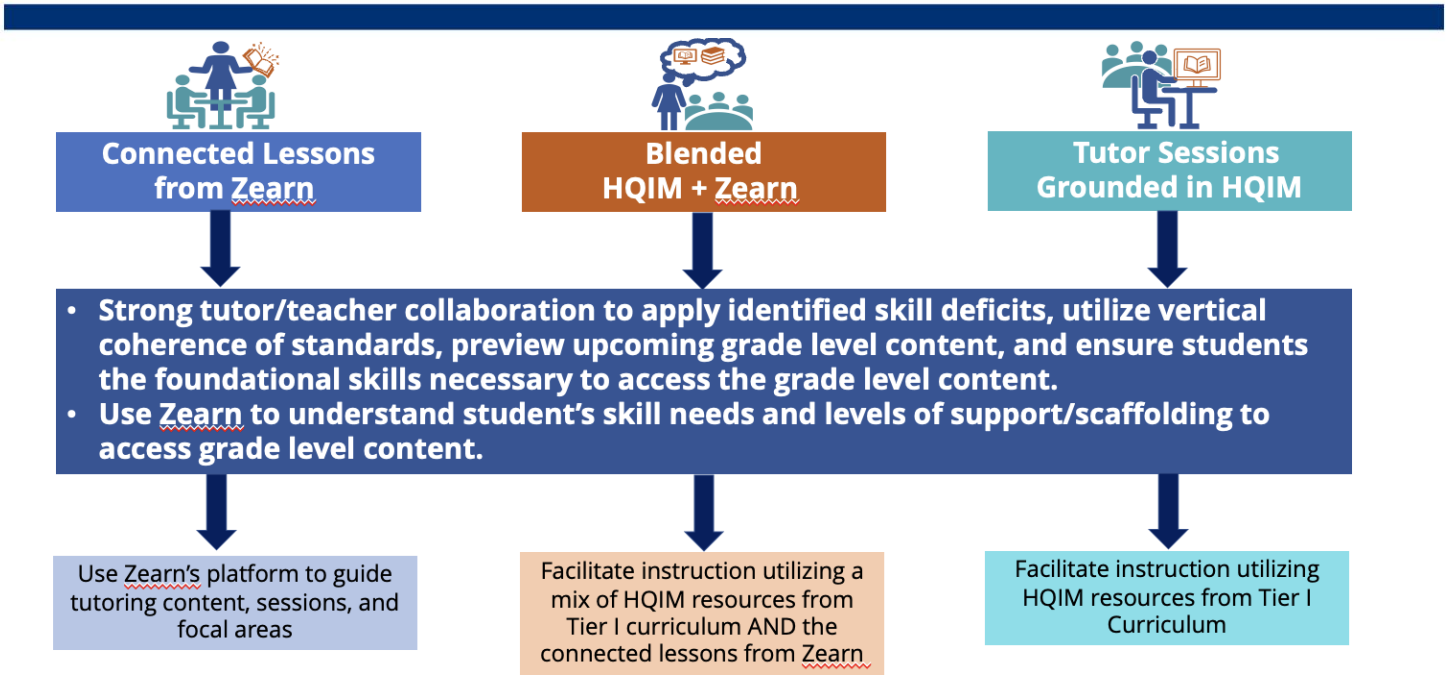
Consistency and focused content are key in having successful tutoring sessions. When students know what to expect, they can better assume what is expected of them. Students feel safe and are more engaged, and tutors deliver more reliable and effective sessions within a consistent tutoring structure

Content of sessions should target and focus on specific conceptual student learning gaps.

Districts should develop tutoring sessions using one of the three models below. In all models, students should complete at least **three** grade-level digital lessons on the Zearn Math program each month to ensure progress towards academic success. All digital lessons include an embedded digital formative assessment.

1) **Tutoring Sessions with Connected Lessons from Zearn**: Develop sessions with connected lessons available through Zearn, the department's online mathematics platform.
2) **Tutoring Sessions with Blended HQIM + Zearn**: Develop sessions that combine connected lessons from Zearn and direct instruction support utilizing the district's existing high-quality instructional materials.
3) **Tutoring Sessions with HQIM + Additional time for Zearn**: Develop sessions with direct instruction support utilizing the district's existing high-quality instructional materials and additional time for Zearn connected lessons outside of tutoring sessions.





Considerations for Option 1: Tutoring with Zearn

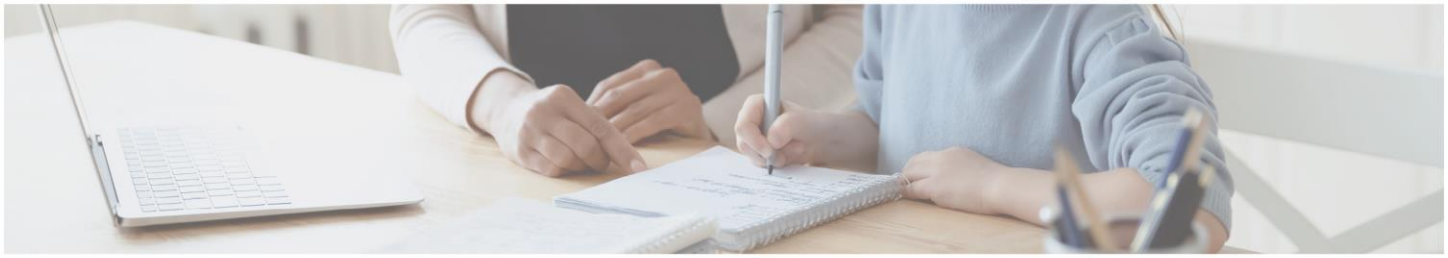
In this model, districts develop sessions with connected lessons available through Zearn, the department's online mathematics platform.

Tutors will:

- Use all available student data to determine next steps in **planning** for tutoring session.
- Use the Zearn Placement process to identify the math skills and content needed for individual instruction.
- Use the Zearn platform to develop and deliver tutoring sessions using the connected lessons.*

*Connected lessons consist of digital lessons and the small group sessions. Explore an overview of digital lessons in this short video.

Zearn Math's Tutoring Program is designed to be flexible to meet the needs of each district's unique tutoring schedule. Example Tutoring Schedules may be helpful in your planning.



ZEARN **Connected Lessons from Zearn**

Recommended Schedule

To maximize impact, students should complete at least 3 grade-level digital lessons each week.

Example Tutoring Schedule

45-60 minute sessions | 3x weekly

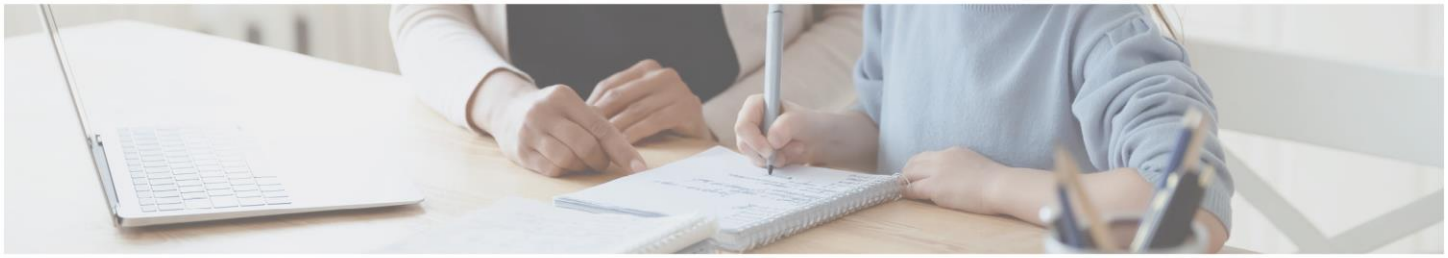
Problem Solving *(using application problems from Zearn)* **10-15 minutes**	Tutors open each session with a grade-level word problem, starting with the first unit of the grade. Tutors facilitate math discussions where students explore different ways to solve problems and discuss their thinking aloud with their tutor and peers.
Digital Lessons 30-40 minutes	Students log in to Zearn's online math platform and complete interactive digital lessons. Students work at their own pace, automatically progressing as they complete activities. If they don't finish a lesson in one session, that's ok! They begin where they left off the next time they log in.
Session Closing 5 minutes	Tutors prompt students to reflect on the session and what they've learned.

Considerations for Option 2: Tutoring Sessions Blending Zearn and HQIM

In this model, districts design sessions with direct instruction support for the district's existing high-quality instructional materials and additional time for Zearn connected lessons outside of tutoring sessions. Students should complete at least **three** digital lessons on the Zearn Math program each month to ensure proper monitoring of student progress. Each lesson requires approximately 30 minutes to complete.

Tutors will do the following:

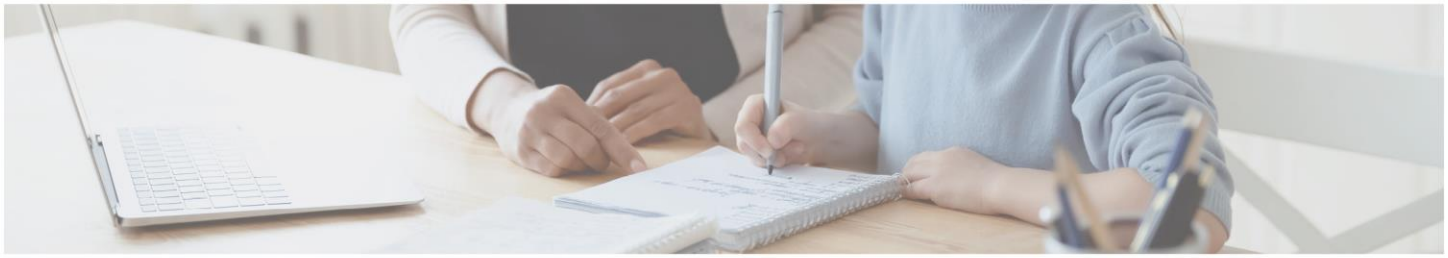
- Use all available student data to determine next steps in **planning** for tutoring sessions,use the Zearn Placement process to identify the math skills and content needed for individual instruction, target the identified skills and content students need to successfully access upcoming grade level HQIM lessons, consult the department's Math Deficit Areas Resource Guide and the Instructional Focus Documents to analyze available data to determine the student's current level of understanding of the upcoming grade level content,use the Instructional Focus Documents to understand the level of rigor associated with the



grade level content use the vertical alignment tool on the **TN Best For All Central** website (BFAC) to plan and scaffold instruction.

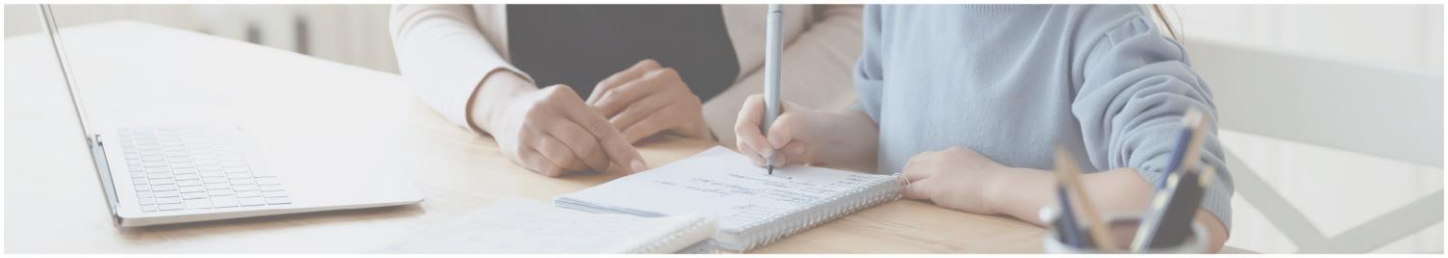
Example: Facilitation of Connected Zearn Small Group Lesson for Math Foundational Skills

Time	Session Component	Examples of Lesson Plan Components
5-10 minutes	Relationship building	Relationship building occurs throughout the tutoring session andmight entail a conversation around what the student feels they are having difficultyunderstanding. The tutor should acknowledge the student's feelings and give them ownership of their learning.
	Warmup/Review of prior learning	The lesson plan identifies a Whole Group Fluency Activity (e.g., Number Talk).The lesson plan explicitly identifies how this component connects to the on-grade-level mini-lesson.
	Discuss the session's objective	The lesson plan identifies how the Lesson Objective relates to current on grade-level HQIM instruction. This allows the tutor to be able to explicitly communicate the connection to student(s).
10-15 minutes	Mini-Lesson and Explicit Modeling	The lesson plan identifies a Connected Zearn Small Group Foundational Lesson. The lesson plan may include: • 1-2 key on grade-level concepts targeted in the Foundational Lesson • All necessary manipulatives needed for the session • Common misconceptions and a plan on how to address them within the session
5-10 minutes	Independent practice	The lesson plan identifies the independent digital practice students will engage in that is aligned to the Foundational Lesson.
5 minutes	Closure & Formative Assessment	The lesson plan identifies Debrief Questions the tutor will use to close the lesson and formatively assess student understanding.



Example: Facilitation of Zearn Application Lesson

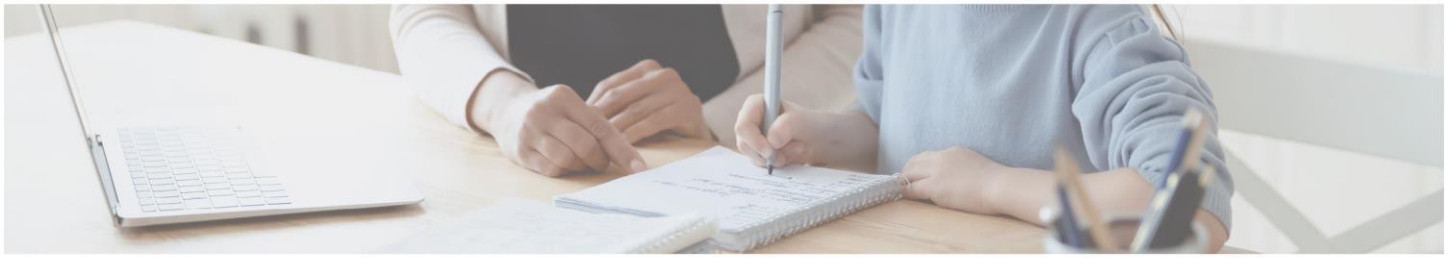
Time	Session Component	Examples of Lesson Plan Components
5-10 minutes	Relationship building*	Relationship building occurs throughout the tutoring session and might entail a conversation around what the student feels they are having difficulty understanding. The tutor should acknowledge the student's feelings and give them ownership of their learning.
	Warmup/Review of prior learning	The lesson plan provides scaffolded review problems intentionally designed to prepare students to access the Zearn application lesson content. The lesson plan explicitly identifies how the scaffolded review allows students to more easily access the application problem.
	Discuss the session's objective	The lesson plan identifies how the Lesson Objective relates to current on grade-level HQIM instruction. The tutor should explicitly communicate the connection to student(s).
10-15 minutes	Mini-Lesson which may include Explicit Modeling	The lesson plan identifies the Zearn Application problem students will solve. Additionally, the lesson plan may identify: • 1-2 key on grade-level concepts targeted in the application • All necessary manipulatives needed for the session • Common misconceptions and a plan on how to address them within the session
5-10 minutes	Independent practice	The lesson plan includes the Zearn Exit Ticket to determine student understand of daily learning target.
5 minutes	Closure & Formative Assessment	The lesson plan identifies Debrief Questions the tutor will use to close the lesson and formatively assess student understanding.



Considerations for Option 3: Tutoring with High-Quality Instructional Materials

In this model, districts develop sessions to support access to direct classroom instruction grounded in the district's existing high-quality instructional materials (HQIM). The tutoring sessions connect "just in time" instruction aligned to the scope and sequence that teachers are using in their classroom. Tutors will do the following:

- Use all available student data to determine next steps in **planning** for tutoring sessions.
- Use the Zearn Placement process to identify the math skills and content needed for individual instruction.
- Target the identified skills and content students need to successfully access the upcoming grade level HQIM lessons.
- Consult the department's Math Deficit Areas Resource Guide and the Instructional Focus Documents to analyze available data to determine the student's current level of understanding of the upcoming grade level content.
- Use the Instructional Focus Documents to understand the level of rigor associated with the grade level content.
- Use the vertical alignment tool on the TN Best For All Central website (BFAC) to plan and scaffold instruction.



Step 3: Selecting and Preparing Tutors

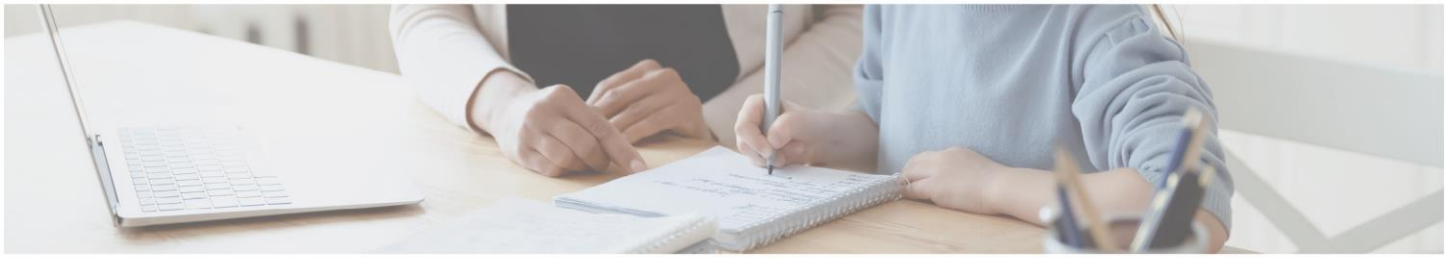
Consider the following needs to determine a staffing model and pool of potential tutors for TN ALL Corps program.

1. If a district is using certified teachers that will tutor their own students, you may want to consider the following items in preparing this group of staff members to tutor in your TN ALL Corps program.

    - How will the tutoring session differ from the daily instruction all students will need? (See tutoring design in step three.)
    - How will your teachers prepare differently for tutoring?
    - Does your teacher need any support on learning acceleration and conceptual understanding of high dosage tutoring?
    - What tools and training may be necessary for your tutoring design model?
    - How will you support teachers with their regular instructional responsibilities and additional tutoring responsibilities? A district may want to consider additional preparation time for tutor session design, parent communications, and data tracking.

2. If a district is using certified teachers to tutor students that may be different from their classroom students, you may want to consider the following items in preparing this group of staff members to tutor in your TN ALL Corps program.

    - How will the tutoring session differ from the daily instruction all students will need? (See tutoring design in step 3.)
    - Does the tutor need any content support (e.g., knowledge of Tennessee math standards or high-quality instructional materials)?
    - Does your teacher need any support on learning acceleration and conceptual understanding of high-dosage tutoring?
    - Will tutors need to connect tutor sessions to classroom sessions (see step three tutor session design)?
    - What tools and training may be necessary for your tutoring design model?
    - How will the tutor and classroom teacher communicate about student progress in tutoring and progress/acceleration in classroom instruction?
    - How will you support teachers with their regular instructional responsibilities and additional tutoring responsibilities? A district may want to consider additional preparation time for tutor session design, parent communications, and data tracking.



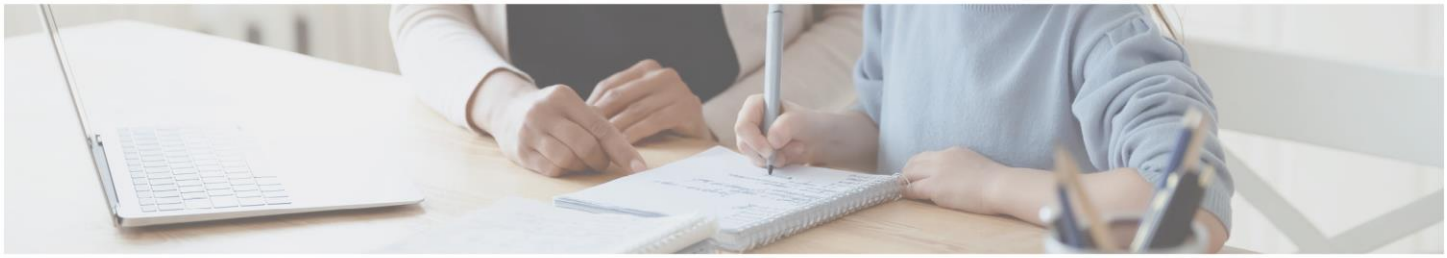
3. If a district is using alternative educators, or tutors without a teaching license, to tutor students, consider the following questions in preparing these tutors for your TN ALL Corps program.
    - Do the alternative educators need background checks and other district hiring requirements as defined by your local school board policies?
    - Do the alternative educators need background educational and tutoring knowledge? Consider using the alternate educator tutor training modules available here.
    - What supports will the alternative educators need with mathematics content knowledge (knowledge of Tennessee math standards or high-quality instructional materials)?
        i. If a district chooses to use the Zearn model, the tutor design will provide in-session content support for thetutor (see step 3).
        ii. If a district chooses to use the HQIM or blended models, a district will need to consider conceptual and pedagogical supports for alternative educators (see step 3).
    - Do the alternate educators need support on learning acceleration and aconceptual understanding of high-dosage, low-ratio tutoring? Consider using the alternate educator tutor training modules here.
    - What tools and training may be necessary for the district's tutoring design model?
    - How will the tutor and classroom teacher communicate about student progress in tutoring and progress/acceleration in classroom instruction?
    - How will the district support alternate educators with the additional tutoring responsibilities? A district may want to consider additional preparation time for tutor session design, parent communications, and data tracking.

Note: If a district chooses to use aspiring teachers as tutors, consider creating a close partnership with a university to deepen the aspiring teachers' knowledge of Tennessee Academic Standards, tutoring pedagogy, and data analysis.

Step 4: Developing Communication and Collaboration Protocols

Tutor-Teacher Collaboration

Collaboration is a crucial component needed to accelerate student learning. Tutors and teachers should communicate weekly to share student progress in tutoring and in Tier I instruction, to coordinate content as opportunities are available, and to ensure that student engagement strategies are shared and used consistently.



This communication will look different across tutoring design and staffing decisions as well as the limiting structures within the school. Several models for communication exist for districts to consider when developing a communication and collaboration plan.

The department's recommends tutors and teachers use one of the three levels of collaboration:

Level 1: Asynchronous Digital Collaboration

- Tutors and teachers share materials and information asynchronously and/or digitally.
- This collaboration may work best for before/after school tutoring programs during which the tutor have limited access to core classroom educators to physically collaborate.

Level 2: Blended Synchronous & Asynchronous Digital Collaboration

- Tutors and teachers collaborate and share directly, but asynchronously.
- Teachers and tutors can ask specific questions and share specific updates addressing student academic needs and goals as needed (either in-person or virtually).

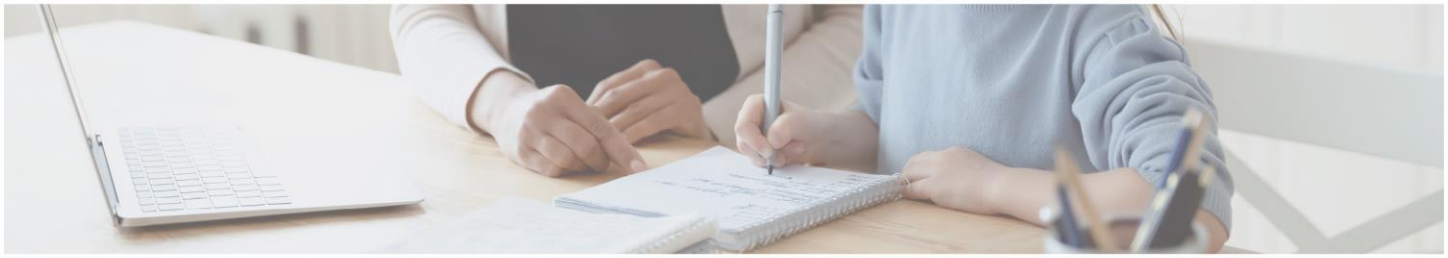
Level 3: Active Synchronous Collaboration

- Tutors and teachers collaborate and share directly (either in-person or virtually), asking and answering questions in rapid succession incorporating feedback about what is and isn't working for students
- Allows for more in-depth sharing of lesson plans to further align tutoring sessions with in-class instruction, acting as more of an extension of the classroom rather than a separate entity or add-on.
- This option may work best for tutoring programs whose setting is embedded in school, with a dedicated block of time.

Tutor-Family Collaboration

Family communications should be a consistent expectation for all tutors. Zearn offers student-specific reports that provide visibility into student learning and where students need additional support to move forward in their learning. Administrators and educators have access to these reports, and all reports can be printed and shared with families. Family communications should include these reports, explain the information in family-friendly language, and provide families with additional activities that can support learning acceleration at home. Additionally, LEAs ensure effective communication with limited-English proficient parents and parents with disabilities by communicating in a language and manner the parents understand. This may be accomplished using translation and interpretation services, or auxiliary aids and services.

Tutors and teachers should share student progress with families consistently and should use family-friendly language. Families should have frequent updates of their child's progress and should provide



strategies and supports that the family can use at home to reinforce tutoring sessions. The department recommends at least monthly tutor progress reports sent to families.

This communication will look different across districts and should fit into existing classroom and school communications plans. For example, if a family usually receives student progress updates digitally, a district should consider incorporating tutor updates to the digital information, or if classroom progress reports go home weekly with a classroom newsletter, the tutor may want to include updates within the classroom packet.

Step 5: Creating Strong Student Engagement Strategies

TN ALL Corps requires that students are paired with the same tutor for at least one semester. This consistency enables the tutor and student to build a positive relationship and gives the tutor an opportunity to understand each student's areas of strength and areas to strengthen. Further, it allows the tutor to use consistent engagement strategies to support a student when they struggle with tutoring content.

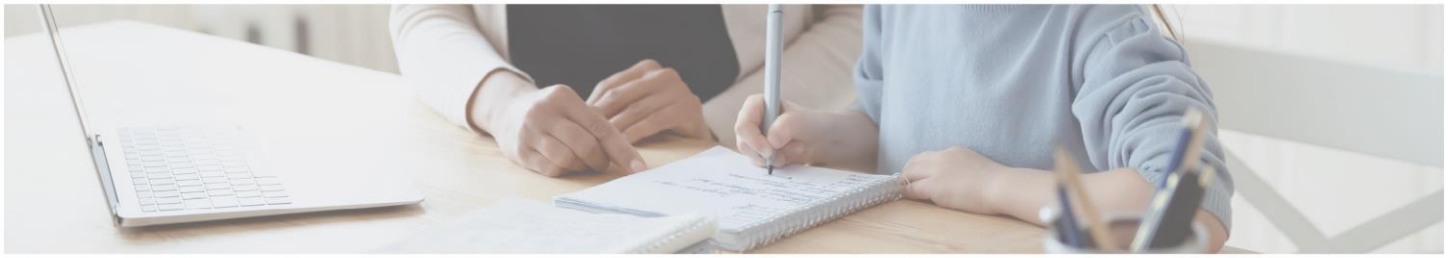
Strong, positive relationships are fundamental to students' success with tutoring. When students feel successful, they become more motivated and have a better outlook on school. Tutors can help students build a positive, growth mindset in math by believing that all students can learn at high levels and communicating that belief to the students.

Tutors should support a growth mindset by creating multiple opportunities for students to be successful within a tutoring session, acknowledging the effort of students and praising their growth authentically by providing intentional and specific feedback.

Note: Studies have found a significant relationship between mindset and math achievement. Students with a growth mindset in math are more likely to set learning goals for themselves and believe they can overcome challenges (Claro, Paunesku & Dweck, 2016: Blackwell, Trzesniewski & Dweck, 2007).

Specific strategies for engagement include:

- Goal setting,
- Checks for understanding, and
- Celebrating success.



Goal Setting

Goal setting is a crucial component of data driven instruction. The practice of setting goals informs and empowers students to take ownership of their learning. Effective goals are specific, measurable, attainable, relevant, and timely.

All available student data should be used to:

- Set reasonable and meaningful goals focused on increasing student success,
- Help a student understand their own learning needs, and
- Provide the student with a clear path to success.

Checks for Understanding

Implement daily checks for understanding to ensure students know and understand their progress toward their goal. Checks for understanding monitor student learning for the student and the tutor continuously and provide opportunities to adjust the instruction to better meet the needs of individual students.

Use checks for understanding to:

- Acknowledge students' progress toward the daily objective,
- Clear up any misconceptions about the daily objective, or
- Provide immediate student support by reteaching the concept or skill.

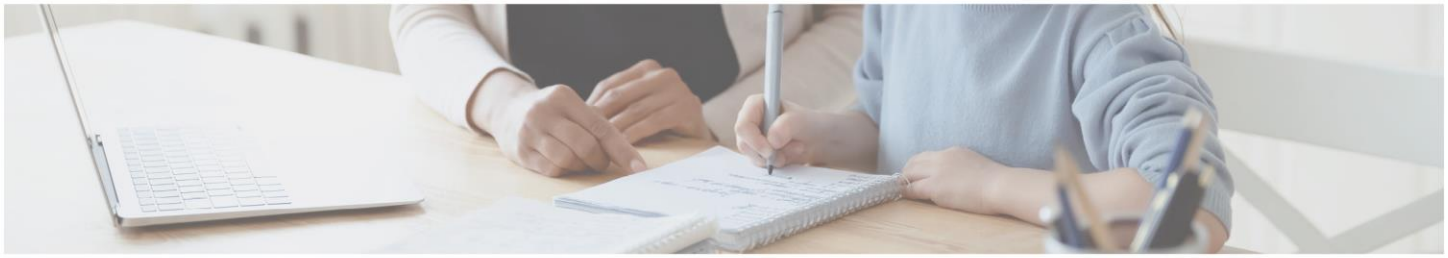
Progress Monitoring

Students will be progress monitored within the mathematics platform. Each month, students should complete at least **three** grade-level digital lessons on the Zearn Math program to ensure accurate tracking. Students should take ownership with their progress monitoring tracking, so they understand how they are meeting their own goals.

Step 6: Designing Formal Progress Monitoring

Progress monitoring for TN ALL Corps students will occur within the mathematics platform. Students should complete at least **three** digital lessons on the Zearn Math program each month to ensure proper monitoring of student progress. Each lesson requires approximately 30 minutes to complete.

At the end of each digital lesson, students are assessed on their understanding of the lesson content. Educators can view a student's overall progress in the detailed reports on the platform. For monitoring a student's progress, educators should view the Tower Alerts. Tower Alerts show the student's



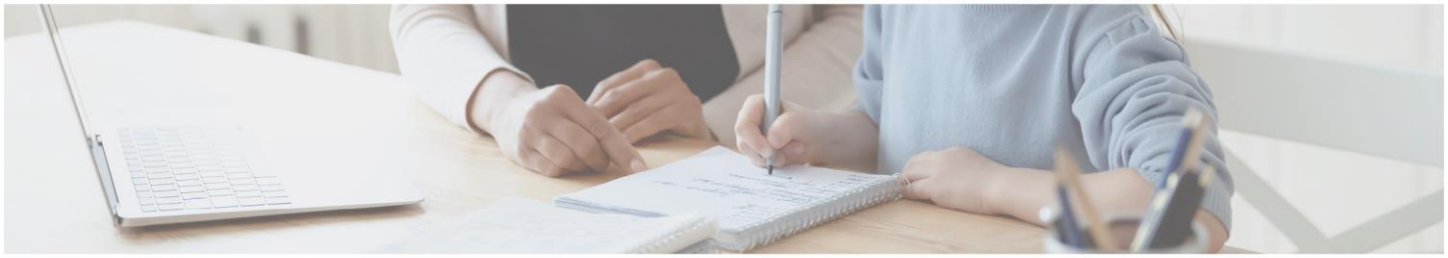
strengths and areas to strengthen based on each lesson attempted. Tower Alerts monitor students in real time and send educators alerts when students are struggling with any part of the lesson.

Based on information provided in the Tower Alert Report, teachers can use Zearn's tailored recommendations on specific foundational content that would provide that justin-ime instruction necessary for the student to access grade-level content. Tutors can use the information provided in the Tower Alerts to provide small group instruction specific to student needs.

Ongoing Support from the Department

For the TN ALL Corps tutoring program to be successful, districts need to continuously monitor, adjust, and provide support within all facets of the program. It is important that all stakeholders including districts, tutors, teachers, families, and students feel supported when participating in the TN ALL Corps tutoring program.

Districts should monitor the tutoring program, highlighting strengths and identifying areas to strengthen, ensuring support is being provided and adjustments are being made to accelerate student learning.



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