

SESSION REPORTS

We are most successful when we take the time to reflect on our actions, strategies, and planning and use this reflection to alter or maintain our current course. The same holds true for successful tutoring. Taking the time to look back on a session and note the key occurrences, activities, behaviors, and learning allows us to reflect on the success of the session. We can then decide whether to maintain our current plan and strategies, or whether to alter and tailor them to better suit our student's learning needs and goals. Session Reports are how we complete this reflection and share it with our student's family and the local office to keep everyone informed of the steps in our student's journey to academic success.

Remember to submit session reports within 12 hours of a completed session. Best practice is to complete them before driving away from the student's home or while on public transit.

Why do we write session reports?

- They are a form of invoice that allows hours delivered to be tracked and you to be paid
- They are a record for you to look back on to see what has been covered, what needs to be reviewed, and to reflect on which strategies/activities/methods work and which do not, for each student
- If there needs to be a tutor rematch the new tutor will know exactly what you have done and where you were heading, allowing for a seamless transition
- Everyone involved (you, parents, local office) are kept informed with the same information

What should be included in a session report?

Session reports should be detailed enough that anyone can read them and understand what took place during a session and should prompt your next lesson ideas. A small paragraph or two should be enough unless there were some significant observations during the session.

We recommend they include:

- What homework was completed and if there is more to be finished after the session
- What topics/concepts were covered in your lesson
- How you delivered your lesson e.g. what activities, materials, strategies did you use, etc.
- How was your lesson received by the student e.g. were they engaged, bored, confused, excited, etc.
- How well did the student grasp the topics/concepts you worked on
- Will you move on or continue to work on these topics/concepts next session
- Any test/assignment/report card grades that have been returned. Was the grade an improvement?
- Any upcoming tests or assignments, the subject, and due date
- What will you cover next session

Do not be afraid to say that the session didn't go as planned or that the student was not as engaged as you hoped. Not everything will go according to plan. Use it as an opportunity to learn what works for your student and what does not. Be sure to note what did not work well and consider it as you plan future sessions.

Example #1

Ben had no homework today. He is enjoying the poetry unit in class. We began by writing the first stanza of a poem called Seasons. The last line of each stanza is given to him. The first is about spring. Ben and I brainstormed some words that have to do with spring, then added to them to form his poem, which he then wrote on the worksheet. I told him we will continue writing it next session. We read, "Don't Let the Pigeon Drive the Bus," which Ben really enjoys. (He likes the entire Pigeon series by Mo Willems) I read the parts of the bus driver and he read the parts of the Pigeon with some support. Ben takes his time when sounding out words and sometimes gets stuck by repeating an incorrect sound. Correcting him on the sound will usually allow him to decode the entire word. He will also sometimes try to add in letter sounds for letters that are not there. Reminding him to look at the word again and if needed telling him there is no "T" in the word, will help him decode the word himself. Ben also likes to begin the sentence again after sounding out a tough word. This is encouraged, as it allows him to practice each word again. Sometimes he will reread a sentence to put in the appropriate emphasis or emotion after he has decoded the entire sentence. This too is encouraged. Ben may read the same sentence multiple times before he is ready to move on. We finished with a worksheet, from his new curriculum workbook on the blends spl, scr, and str. He did very well and read each word and sentence with very little support.

Ben has no upcoming tests and his class will be working on poetry for the next two weeks. Next session we will continue writing Seasons, read another Pigeon book, and work on more letter blends.

Example #2

Avery had homework today. She is to complete a persuasive essay on gender equality for class tomorrow. She had all but her conclusion written before our session. She wrote her conclusion with some support, then we worked on editing her work. She identified most spelling errors herself and spotted many of the grammar mistakes as well. Together we reworked a few of her sentences, corrected her in-text citations, and created her works cited page. She is to add the web links to each entry on her works cited page before submitting her essay. Her work was well done, and she grasps the concepts of the five-paragraph essay. She was very excited about how much she has been able to write and how well it is written. Her confidence in her work is clearly growing.

Avery's recent English test on Romeo and Juliet was returned. She received a grade of 75%, an 8% increase from her last test. The test shows that we need to continue to work on her spelling and grammar, formatting a written response, and review the key concepts of Romeo and Juliet.

She has a novel study due on May 4th and has chosen the book, Twilight. We decided together that she will have chapters 1-5 read by our session next week.

Next session we will review Avery's Romeo and Juliet test together, noting any trouble areas for further review and exam prep, and begin an action plan for completing her novel study.