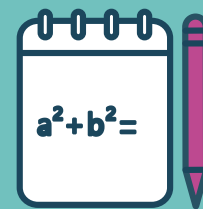


## Class profile

I am a fourth-year teacher. I teach Algebra I, AVID 10, and Algebra II.

In my Algebra II, we are introducing a new curriculum this year that focuses more on student learning through struggle as opposed to more classical direct instruction. By the end of the year, the goal is to have them hopefully develop their math self-efficacy.



## Introduction

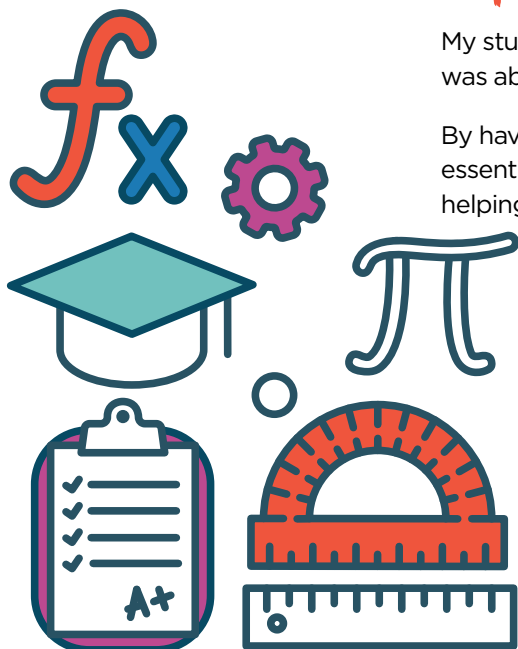
I have used Tutor.com to guide students completing test corrections for their first exam. In preparation for this lesson, I requested tutor availability through the Class Access Request Form. I submitted a PDF version of the test via the Tutor.com Teacher Dashboard so that the tutors could most accurately help my students. I spent 10 minutes guiding students in the use of the platform, and when it was time, we connected. The tutors were able to guide my students through their test corrections.

Many times, my students would not know what to do with a problem, or struggled to describe their mistakes, so the tutors would request pictures of their work. My students were able to quickly scan the QR code and snap a photo of their work, so the tutors could better help them.

## Impact

My students liked that there was another person they could talk to that was able to help them and not AI.

By having my students use Tutor.com for help with their corrections, I was essentially able to assist all my students one-on-one while not directly helping each of them.



## Tips and Tricks

My biggest piece of advice would be to help your students to be a little more analytical with their work.

For example, before asking questions, consider the things that they are sure of about the problems they are working on, then consider the things that they are unsure about.

Of course, in these instances encourage your students and remind them that mistakes happen but we must learn from them.