High-Impact Tutoring Community of Practice

Welcome!
Please rename yourself to include your organization and/or district.

June 6, 2023

Agenda

I.   Welcome + Framing (15 min)
   o Introductions
   o Norms
   o Initiative Status
   o Community Builder

II. Effective implementation of HQIM (30 min)
   o Review definition of HQIM established curing previous COP
   o Operationalize the effective implementation of HQIM from the perspective of various stakeholders

III. Theory of Action (40 min)
   o Policy Strategy Associates present and gather feedback on HIT Theory of Action
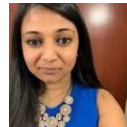
IV. Closing (5 min)

Introductions

ExpandEDSchools
Close the learning gap. Open the world.
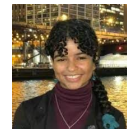
Saskia Traill, PhD
CEO & President
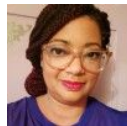
Marina Cofield
COO

Melanie Gardner–Ojefua
VP, High–Impact Tutoring

Jacquelyn Lekhraj
Director, Tutoring Program Implementation

Ava Lehner
Program Director, Tutoring Policy and Sustainability

Dana Wheeler
Tutor Career Pathways

NYC Public Schools — DIVISION OF TEACHING AND LEARNING
Deputy Chancellor Carolyne Quintana

Andrew Fletcher
Director, Strategic Partnerships

ExpandEDSchools

Go to
www.menti.com

Enter the code

68 83 01 9

Or use QR code

Community Agreements

✓ Stay engaged

🚫 Expect and accept a lack of closure
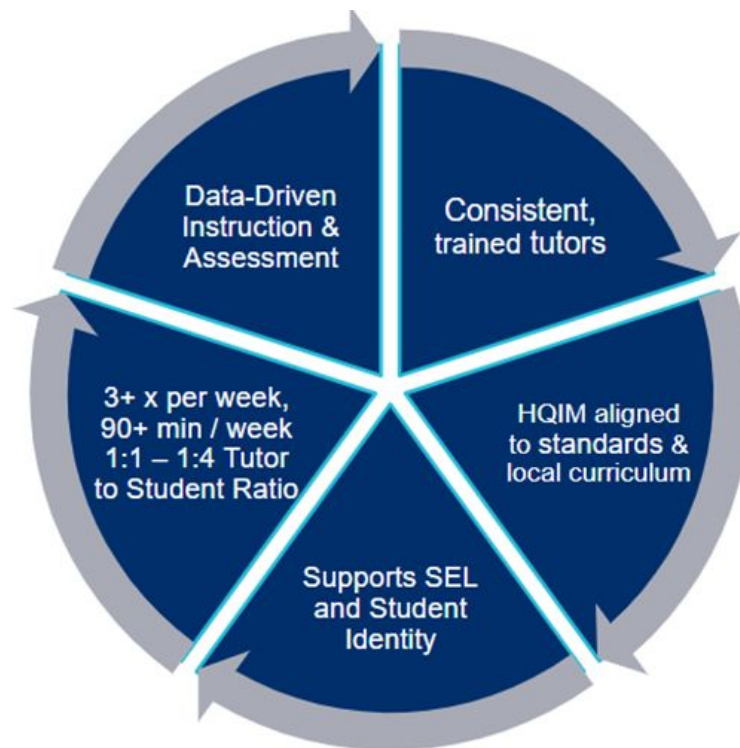
Speak your Truth

Bring your identity

Bring a willingness to learn and unlearn

Adapted from Glenn E. Singleton & Curtis Linton, Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools. 2006. pp.58-65. Thousand Oaks, CA: Corwin.

High-impact tutoring is a data-driven, research-backed practice that substantially improves academic outcomes and supports student wellbeing. High-impact tutoring is meant to supplement classroom learning, complement school curriculum, and be tailored to student needs. In a ratio of no more than one-to-four, a trained tutor builds a strong and trusting relationship with a student, meeting at least three times per week for a minimum of 90 minutes, with a typical focus on math or literacy. The cohesion of these elements is necessary for high-impact tutoring to be effective.

Data-Driven Instruction & Assessment

Consistent, trained tutors

HQIM aligned to standards & local curriculum

Supports SEL and Student Identity

3+ x per week, 90+ min / week 1:1 – 1:4 Tutor to Student Ratio

Goals for NYC HIT Initiative

INCREASE ACADEMIC SUPPORT

Provide intensive, individualized academic support to students in K–2 Literacy and 6–8 Math to accelerate learning for students most impacted by COVID–19.

Year 1: 3,500 NYC Students | Year 2: 5,000 NYC Students | Year 3: 6,500 NYC Students
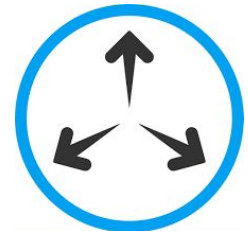
BUILD RELATIONSHIPS

Create opportunities for students to develop consistent, meaningful relationships with adults who know and care about them and support their social–emotional wellbeing.

STRENGTHEN TUTOR-TO-TEACHER PIPELINE

Build a tutor–to–teacher pipeline to address the NYC teacher shortage by building tutors' capacity and providing support to pursue careers as classroom teachers.

ExpandEDSchools

- Expanded to 80 schools for SY 23–24

- Updated NYC HIT Provider Directory

- Spring Design Sprints and

   Provider Fairs

If you could be tutored on anything (personal or professional) what would it be?

NYC High-Impact Tutoring Standards

- **Relationships Based in Trust:** Evidence of caring adults, trained in relationship–building.

- **Focused on Tutor Effectiveness:** Evidence of deep content knowledge and dynamic learning facilitation skills.

- **Supported by a High–Quality Curriculum:** Evidence of standards–based and school–site– aligned high quality curricular materials.

- **Occurring Frequently, Appropriate Group Size:** Evidence of high–dosage and appropriate group size.

- **Collaborate with/Integrated in Schools:** Evidence of partnership and integration with school community.

- **Data-Driven**: Evidence of leveraging data to inform enrollment, content and program evaluation.

Adapted from City Tutor DC, www.citytutordc.org

Definition of HQIM for tutoring in NYCPS

High-quality instructional materials are strong, engaging resources and approaches for teaching and learning that:

- **Align** to NYS Next Generation Learning Standards and **informed** by embedded assessments.
- **Incorporate** effective lesson structure and pacing.
- **Support** student advancement towards independent reading and/or problem solving.
- **Differentiate** instruction for diverse learners including students with disabilities, multilingual/English Language learners, and students of color.
- **Adapt** to respond to students' cultures and are **affirming** of their identities.
- **Align** to evidence-based best practices in the relevant content area and field tested.
- **Integrate** high order thinking skills and critical thinking, and other competencies that are easily transferable to authentic world tasks.

HQIM Breakout Room Activity

- **Breakout Room Discussion (15 min)**

  - Take notes in <u>HQIM Template</u>

  - How does the implementation of HQIM change depending on the tutoring model?

    - School Curriculum vs. Provider Curriculum

    - School Staff vs. Provider Staff

  - How do you plan to ensure that tutoring HQIM aligns with School-day HQIM?

    - What does this mean for MLL and SWD?

    - How do we ensure that materials are being implemented in a culturally responsive manner?
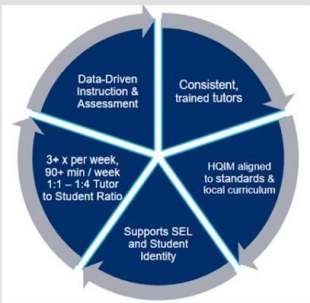
Document Review + Discussion (10 min)

- **Document Review (5 min)**
  - Make comments and ask questions on the templates created in other breakout rooms.
  - What are some trends that you noticed?

- **Whole Room Discussion (5 min)**

Theory of Action - Policy Strategy Associates

<u>Guest Speakers</u>: Christina Russell + Jenny Bitzer

- **Overview (10 min)**
  - Give brief overview of TOA
- **Discussion – Breakout Rooms (20 min)**
  - Discuss and give feedback on TOA
  - Select a spokesperson to share–out in the main session
- **Gallery walk (10 min)**
  - <u>Jamboard</u> share out

HIT Initiative Strategies	Shared vision and expectations for HIT	System Level Backbone Supports	System supports create conditions for school HIT implementation	School HIT Implementation	High quality implementation of HIT	HIT Outputs	Foundation for longer-term HIT outcomes and sustainability	HIT Outcomes	Students have the resources and supports they need to succeed

HIT Initiative Strategies

System level partnerships including a backbone organization

Focus on K-2 literacy and 6-8 math as evidence-based high impact areas to close academic gaps

Flexibility and resources (e.g. tools, funding, partnerships) for schools to create their ideal HIT model, aligned with standards

Community of Practice to elevate promising practices and support with and advocate for shared challenges

Career development support for tutors who aspire to be teachers

HIT standards grounded in research

Shared vision and expectations for HIT

System Level Backbone Supports

HIT Infrastructure

- Allocate funding for HIT
- Coordinate communication among all stakeholders
- Establish policies and procedures that enable HIT (e.g. procurement, staff clearances)
- Support data collection and research efforts

Partnerships

- Establish partnerships with alternative certification programs and local schools of education
- Recruit and vet tutoring partners by looking for evidence of both core youth development practices and pedagogy
- Create resources to facilitate school and tutoring partner matches
- Support and troubleshoot relationships between tutoring provider and school HIT team

Coaching and Support

- Assign coaches to work with schools
- Hold principals accountable for creating conditions for HIT
- Facilitate HIT design and support school decisions about HIT
- Implement community of practice for school HIT teams
- Provide ongoing coaching and support including routine site visits to HIT teams
- Facilitate continuous improvement cycle with schools and tutoring partners in accordance with the HIT standards

System supports create conditions for school HIT implementation

School HIT Implementation

HIT Teams

- Develop a tutoring plan that builds on schools assets and addresses needs
- Select and procure tutoring provider or establish internal tutoring team
- Enable conditions for HIT to become embedded in school community
- Determine which students receive HIT, the schedule of HIT, and where HIT will occur (in person, hybrid, virtual)
- Ensure transparent communication with tutors

Tutoring Providers

- Deliver standards-aligned HIT
- Provide consistent tutors for entire HIT cycle
- Support tutor capacity to work with students with varying needs (e.g., ELL & Students with disabilities)
- Support and train tutors in core youth development, pedagogical practices, and culturally responsive teaching
- Share data collected through tutoring with schools & students' teachers
- Engage in continuous improvement

High quality implementation of HIT

HIT Outputs

Community advocacy for sustained HIT

Schools create a strong HIT model aligned to the school's mission and vision and community's unique needs either through a partnership or within the school

Schools and tutoring partners leverage data to inform HIT enrollment and content

Schools implement tutoring that is aligned to school curricular materials and the HIT standards

Tutors build content knowledge, dynamic learning facilitation skills, and practice grounded in students' developmental needs

Students receive high-impact tutoring aligned to the HIT standards to close academic gaps

Student identities are affirmed by the resources they are receiving

Students meet with and develop a relationship with a consistent tutor over entire HIT cycle

Foundation for longer-term HIT outcomes and sustainability

HIT Outcomes

System Level

Sustained funding for high impact tutoring in NYC Public Schools

Increased system capacity to deliver HIT to all priority students

Increased understanding of most effective HIT models

HIT models determined by school level teams are institutionalized in all NYC Public Schools

Tutor Level

Tutors have knowledge, skills, and support to navigate a pathway to teaching careers

Student Level

All students have equitable access to tutoring supports

Students receiving tutoring are on track to grade level proficiency in K-2 literacy and 6-8 math

Students receiving tutoring show evidence of self-efficacy, resilience, self-advocacy and confidence

Students have the resources and supports they need to succeed

TOA Breakout Room Activity

- **Questions to consider in your groups**:
  - In what ways does this TOA resonate with the HIT work you are doing?
  - Does anything need to be clarified?
  - Is anything missing?

- **Fill out Jamboard in your breakout rooms**

Virtual Gallery Walk (10 min)

- **Gallery Walk (5 min)**
  - Make comments and ask questions on the templates created in other breakout rooms.
  - What are some trends that you noticed?

- **Whole Room Discussion (5 min)**

Feedback Survey

- **Follow-Up Survey:**
  - Feedback Survey

- **Upcoming CoP Meeting Dates:**
  - Resuming Fall 2023