High-Impact Tutoring
Community of Practice

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

June 6, 2023
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**

- **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

- **Andrew Fletcher**  
  Director, Strategic Partnerships
Participant Introductions

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

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.
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.
NYC High-Impact Tutoring Initiative Update - Spring 2023

- 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 HQIM Template
  - 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)**
Guest Speakers: 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)**
  - [Jamboard](#) share out
<table>
<thead>
<tr>
<th>HIT Initiative Strategies</th>
<th>System Level Backbone Supports</th>
<th>School HIT Implementation</th>
<th>HIT Outputs</th>
<th>HIT Outcomes</th>
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<tbody>
<tr>
<td><strong>System level partnerships</strong> including a backbone organization</td>
<td><strong>HIT Infrastructure</strong></td>
<td><strong>HIT Teams</strong></td>
<td>Community advocacy for sustained HIT</td>
<td><strong>System Level</strong></td>
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<td><strong>Focus on K-2 literacy and 6-8 math</strong> as evidence-based high impact areas to close academic gaps</td>
<td><strong>Partnerships</strong></td>
<td>- Develop a tutoring plan that builds on schools assets and addresses needs</td>
<td>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</td>
<td><strong>Increased system capacity to deliver HIT to all priority students</strong></td>
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<td><strong>Flexibility and resources</strong> (e.g. tools, funding, partnerships) for schools to create their ideal HIT model, aligned with standards</td>
<td><strong>Coaching and Support</strong></td>
<td>- Select and procure tutoring provider or establish internal tutoring team</td>
<td>Schools and tutoring partners leverage data to inform HIT enrollment and content</td>
<td><strong>Increased understanding of most effective HIT models</strong></td>
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<td><strong>Community of Practice</strong> to elevate promising practices and support with and advocate for shared challenges</td>
<td><strong>HIT standards grounded in research</strong></td>
<td>- Enable conditions for HIT to become embedded in school community</td>
<td>Schools implement tutoring that is aligned to school curricular materials and the HIT standards</td>
<td><strong>HIT models determined by school level teams are institutionalized in all NYC Public Schools</strong></td>
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<td><strong>Career development support</strong> for tutors who aspire to be teachers</td>
<td><strong>System supports create conditions for school HIT implementation</strong></td>
<td>- Determine which students receive HIT, the schedule of HIT, and where HIT will occur (in person, hybrid, virtual)</td>
<td><strong>Tutor Level</strong></td>
<td></td>
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<td><strong>Shared vision and expectations for HIT</strong></td>
<td><strong>Tutoring Providers</strong></td>
<td>- Ensure transparent communication with tutors</td>
<td>Tutors build content knowledge, dynamic learning facilitation skills, and practice grounded in students’ developmental needs</td>
<td><strong>Students Level</strong></td>
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<td>Data-Driven Instruction &amp; Assessment</td>
<td>- Deliver standards-aligned HIT</td>
<td></td>
<td>Students receive high-impact tutoring aligned to the HIT standards to close academic gaps</td>
<td><strong>All students have equitable access to tutoring supports</strong></td>
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<td>Consistent, trained tutors</td>
<td>- Provide consistent tutors for entire HIT cycle</td>
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<td>Student identities are affirmed by the resources they are receiving</td>
<td><strong>Students receiving tutoring are on track to grade level proficiency in K-2 literacy and 6-8 math</strong></td>
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<td>2x3 per week, intensive in nature 1:1 – 1:4 Tutor to Student Ratio</td>
<td>- Support tutor capacity to work with students with varying needs (e.g., ELL &amp; Students with disabilities)</td>
<td></td>
<td>Students meet with and develop a relationship with a consistent tutor over entire HIT cycle</td>
<td><strong>Students receiving tutoring show evidence of self-efficacy, resilience, self-advocacy and confidence</strong></td>
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<td>Supports SEL and student identity</td>
<td>- Support and train tutors in core youth development, pedagogical practices, and culturally responsive teaching</td>
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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

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Thank you!