

High-Impact Tutoring Community of Practice

Welcome!

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

January 4, 2023



Agenda

I. Welcome + Framing (30 min)

- Introductions
- Norms
- Initiative Status
- Community Builder

II. Defining High-Impact Tutoring (HIT) (40 min)

- What is High-Impact Tutoring?
- Defining NYC HIT Standards

III. CoP Vision Generation (15 min)

IV. Closing (5 min)

Introductions



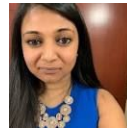
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Community Agreements



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.

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: Reach 3,500 Students | Years 1-3: 15,000 NYC Students

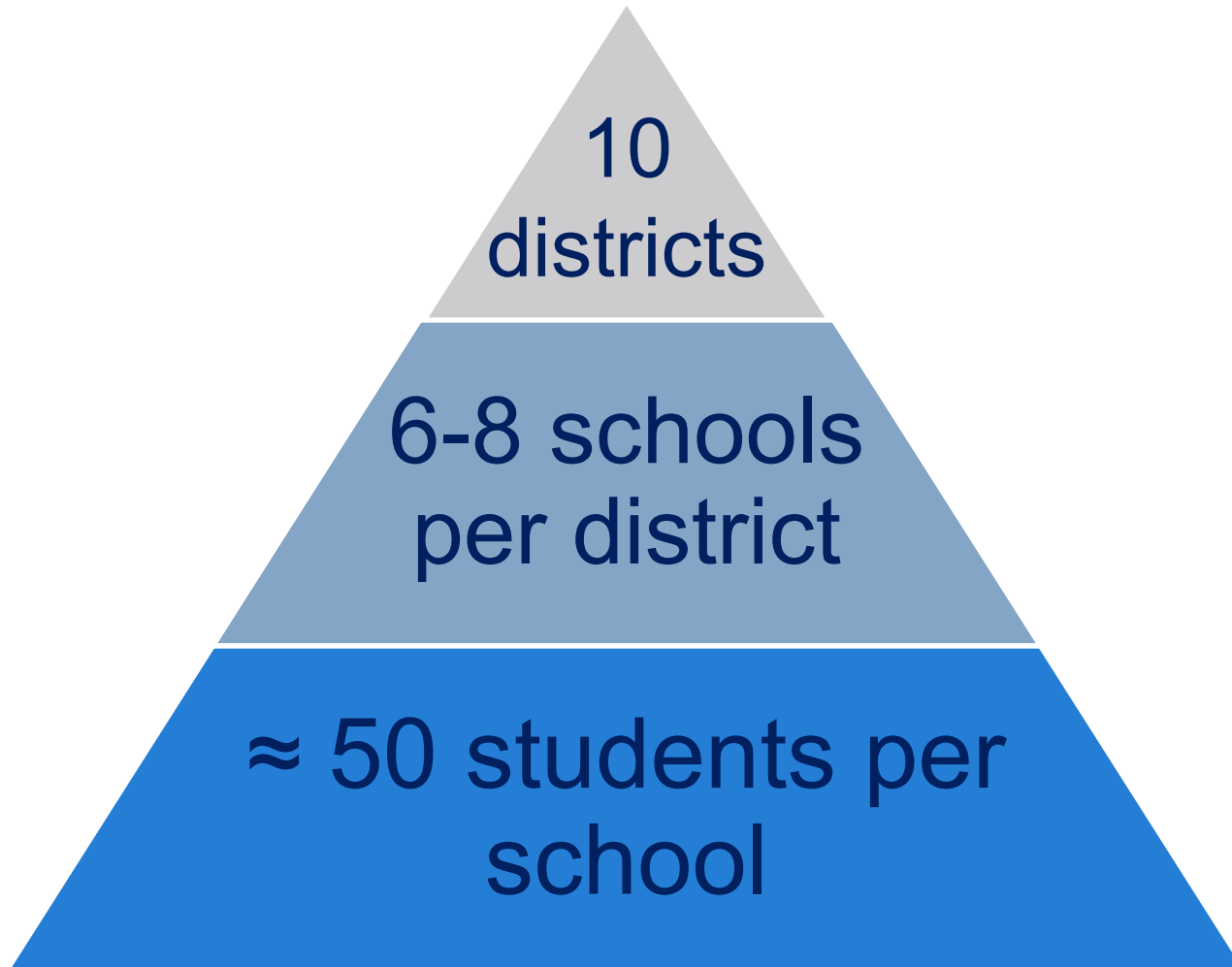
BUILD RELATIONSHIPS

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.

Reaching 3,500 Students in Year One



Roles & Responsibilities

Superintendents	School Leaders	Central NYCPS	ExpandedED Schools
<ul style="list-style-type: none"> • Select 5-7 schools to participate. • Receive regular updates about the initiative. • Support central NYCPS and ExpandedED by encouraging and holding schools accountable. • Participate in an annual survey to support continuous improvement efforts. 	<ul style="list-style-type: none"> • Attend a one-day design sprint & complete a tutoring plan. • Select tutoring provider(s) from a vetted list. • Identify at least 50 students to receive tutoring. • Enable conditions for high-impact tutoring. • Meet regularly with tutoring program manager. • Participate in data collection and other research & evaluation efforts related to the initiative. 	<ul style="list-style-type: none"> • Allocate funding for tutoring providers and support with procurement of tutoring services. • Coordinate communications among central NYCPS offices, districts, and ExpandedED Schools. • Support with problem-solving and resolution of implementation barriers. • Support data collection and research efforts. 	<ul style="list-style-type: none"> • Vet and create directory of tutoring providers. • Facilitate design sprints and support school with program development. • Coordinate data collection and analysis for continuous improvement. • Provide ongoing coaching and support for school-based implementation. • Communicate regularly with updates for all stakeholders.

School-Based Tutoring Team Guidelines

Expectations for Team Members:

- Participate in a one-day, in-person design sprint in November.
- Participate in collaborative design of high-impact tutoring program
- Meet regularly to monitor implementation, review data, and problem-solve around challenges.
- Participate in data collection and research/evaluation efforts.

Potential Team Members:

- Principal or another administrator empowered to make instructional and programming decisions (**required**)
- School-based literacy and/or math coach or department chair (depending on the content areas in which tutoring will be provided)
- Grade level chair, if tutoring is to be provided for a specific grade
- Leader from the school's CBO partner, if tutoring may occur in after school or involve their staff
- Parent coordinator
- UFT chapter leader
- Coordinator of services for multilingual learners and/or students receiving specialized instruction
- Coordinator of AIS, MTSS, or RTI
- Data Specialist

Empowering School-Based Teams



Who

Which students will you prioritize and what data will you leverage to select and group for tutoring?



What

Do you want to tutor in literacy, math, or both, and how will you create coherence with your core academic strategy?



When

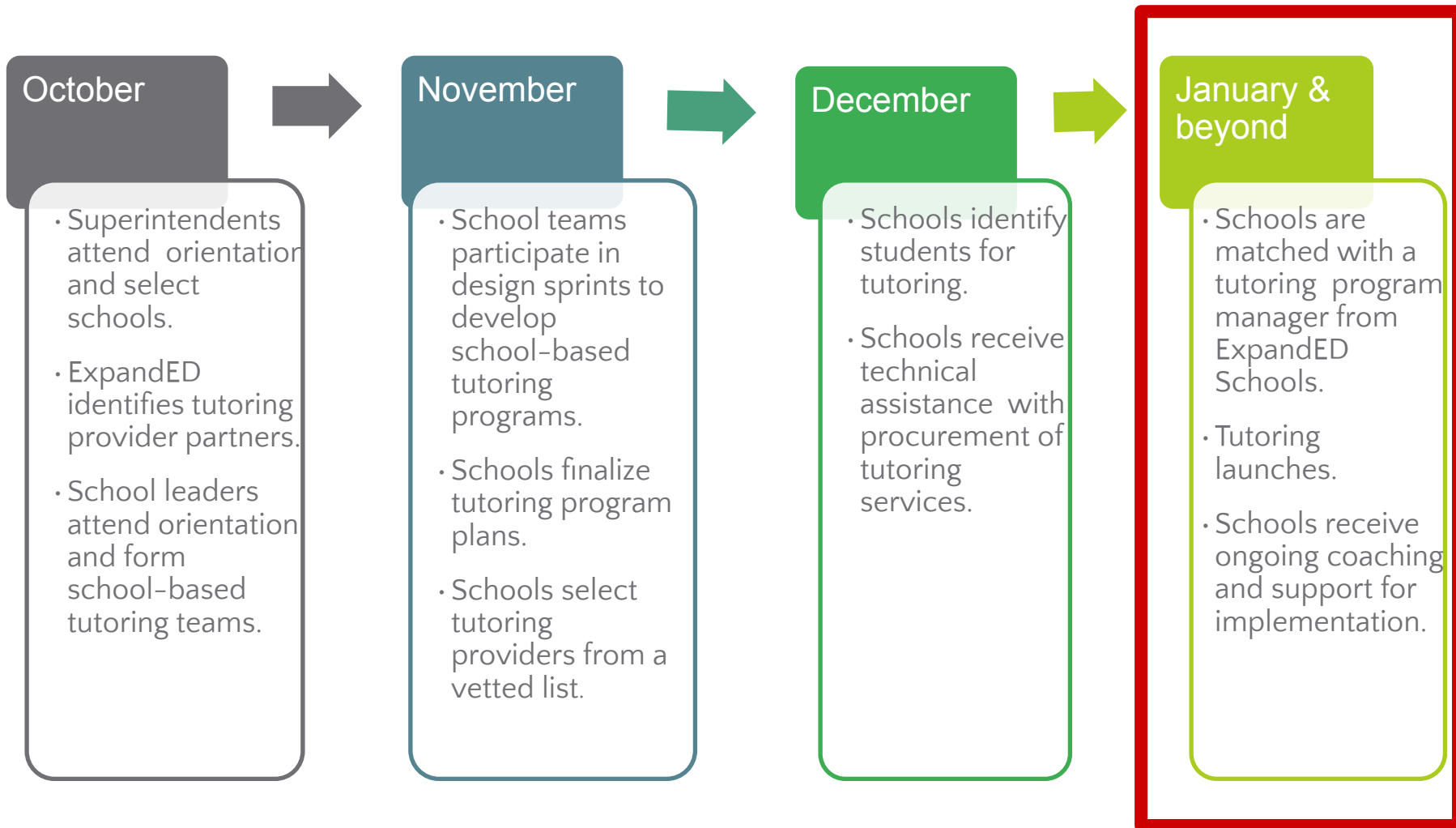
What existing blocks in your school schedule will have tutoring at least 3x per week for at least 30 minutes with each group?



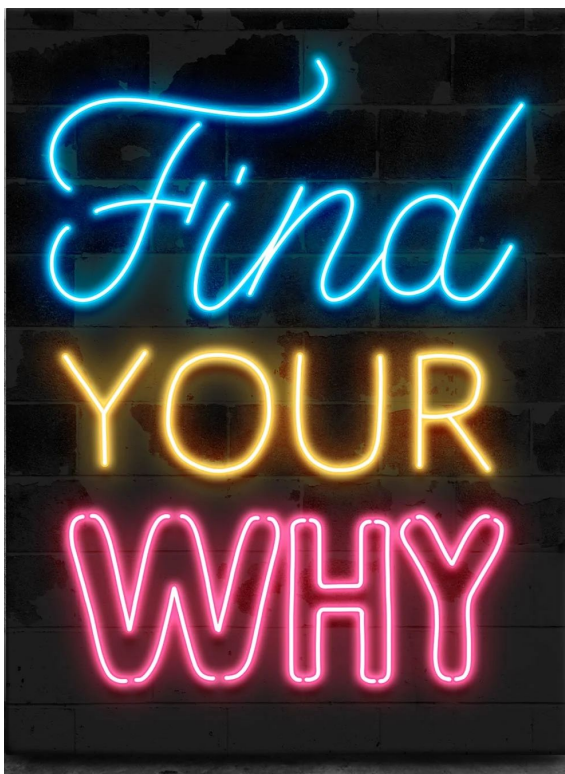
How

Will tutoring be in-person, virtual, or hybrid, and do you prefer to partner with a full-service provider or build staff capacity?

Year One Timeline



Defining our Collective Why



- *Identify defining moments* in your life that align to why high-impact tutoring is important to you. **1 min**
- In your small group, *share your moments* and how/why they align to the importance of high-impact tutoring. **8 min (2 min per person)**
- *Identify one-word themes* that come out of your stories and place them in the wordle. Go to www.menti.com and use the code 8135 9295. **1 min**

Why high-impact tutoring?

High-impact tutoring has emerged nationwide as a key strategy to address the missed opportunities for learning that students experienced during the COVID pandemic, especially students in historically marginalized communities.

Research: Large body of evidence supports effectiveness of high-impact tutoring

Logic: Target students' needs, build close relationships

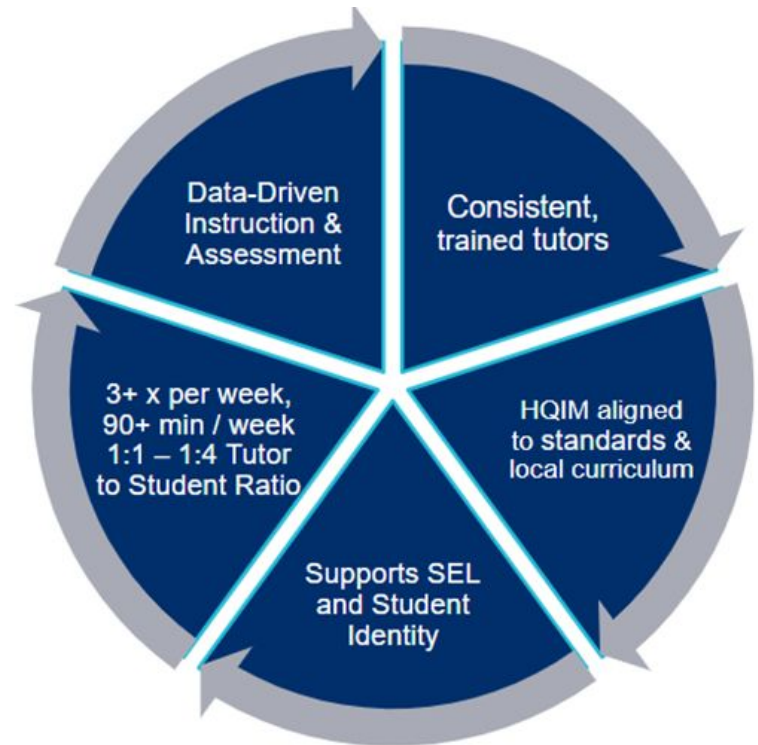
Spillovers: Potential benefits for tutors and for the teacher pipeline

Advancing Equity: Provide access to a set of support services historically available to only a select group of students/families



What is high-impact tutoring? (Working Definition)

High-impact tutoring is a research-backed practice to substantially improve academic outcomes and support student wellbeing. High-impact tutoring is meant to supplement classroom learning and complement school curriculum. In a small group or one-on-one setting, a trained tutor builds a strong and trusting relationship with a student, meeting frequently and consistently with a focus on math or literacy.



Adapted from City Tutor DC, www.citytutordc.org

Proposed 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

Operationalizing Standards (in Breakout Rooms)

- **Individual Read Time (5 min)**
 - Annenberg Research Document
 - City Tutor DC Launch Plan
- **Breakout Room Discussion (20 min)**
 - Revisit proposed HIT Definition (Use a different color for modifications)
 - Why are these elements crucial to perform HIT effectively? How would you modify your element (resonance, add or delete)?
 - What does it mean to operationalize your element? What is the responsibility of each stakeholder below to launch and sustain the program? Use the [City Tutor DC Launch Plan](#) as a springboard.
 - What is the role of the tutoring provider?
 - What is the role of the tutor?
 - What is the role of the school leader/school team?
- **Whole Group Share (10 min)** (1 min per team)

CoP Vision Generation

- **Jamboard Activity**

- What barriers do you anticipate occurring in fulfilling these elements and how might this CoP leverage this network to support each other in overcoming those barriers?
- What do you hope the CoP will tackle over the next 2 ½ years of the initiative?
- What problems do we want to solve?



- **Extending the Invitation**

- Who do we need to invite and bring to the table?

Next Steps



- **Follow-Up Survey:**
 - Feedback
 - Additional Ideas for CoP
 - Meeting Topics vs. Committees



- **Upcoming CoP Meeting Dates:**
 - March
 - May/June

