

High-Impact Tutoring Community of Practice

Welcome!

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

March 29, 2023



Agenda

- I. **Welcome + Framing (15 min)**
 - o Introductions
 - o Norms
 - o Initiative Status
 - o Community Builder
- II. **Defining High-Quality Instructional Materials (HQIM) (55 min)**
 - o New York City Public Schools + HQIM
 - o Defining HQIM
- III. **CoP Vision Generation (15 min)**
- IV. **Closing (5 min)**

Introductions



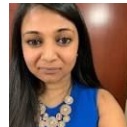
Saskia Traill, PhD
CEO & President



Marina Cofield
COO



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VP, High-Impact Tutoring



Jacquelyn Lekhraj
Director, Tutoring Program
Implementation



Ava Lehner
Program Director, Tutoring
Policy and Sustainability



Andrew Fletcher
Director, Strategic Partnerships



Lauren Barkan
Director

Participant Introductions

**LOOK
WHO'S
HERE!**

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

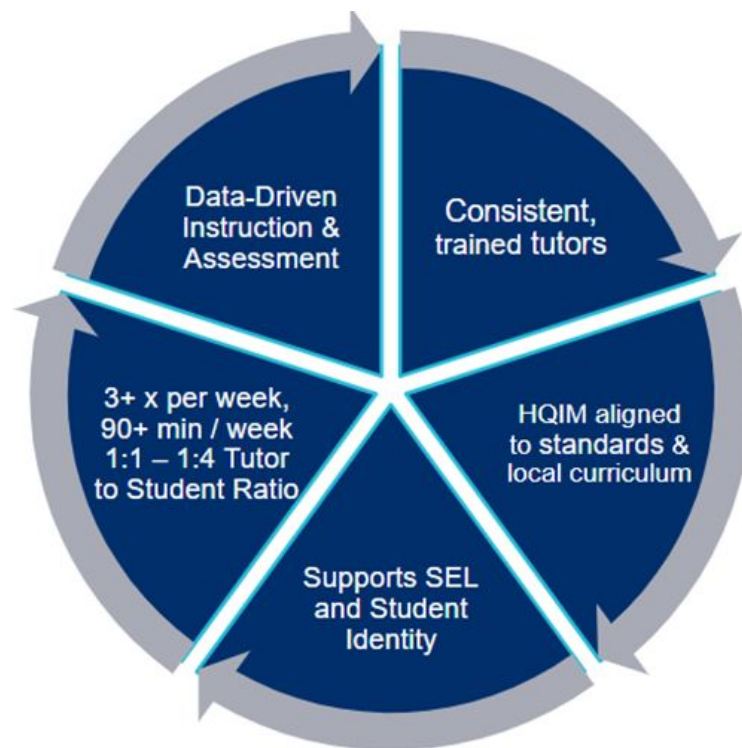
Create opportunities for students to develop consistent, meaningful relationships with adults who know and care about them and support their social-emotional wellbeing.

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.

High-Impact Tutoring Definition

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.

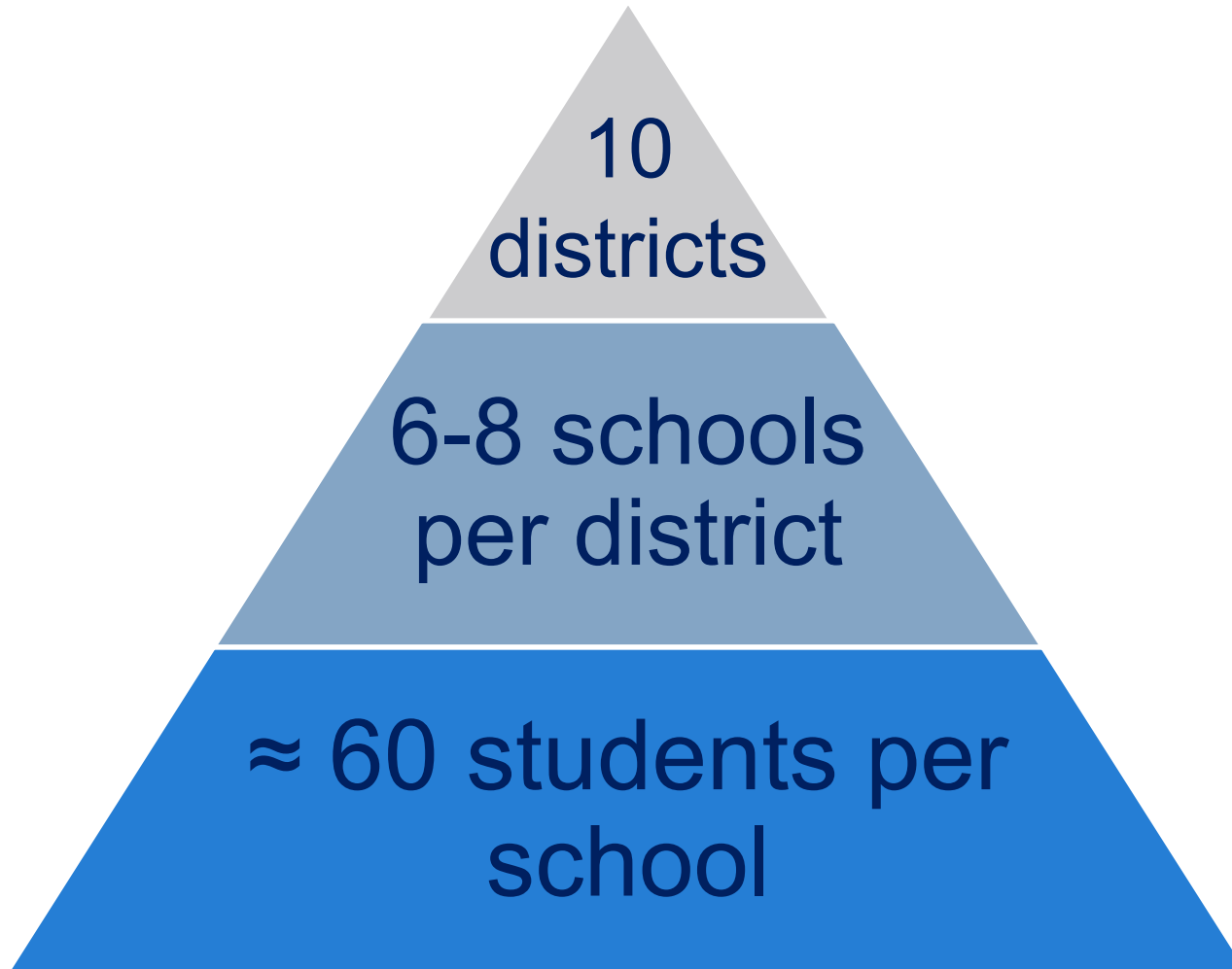


NYC High-Impact Tutoring Standards

- **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

Reaching 3,500 Students in Year One

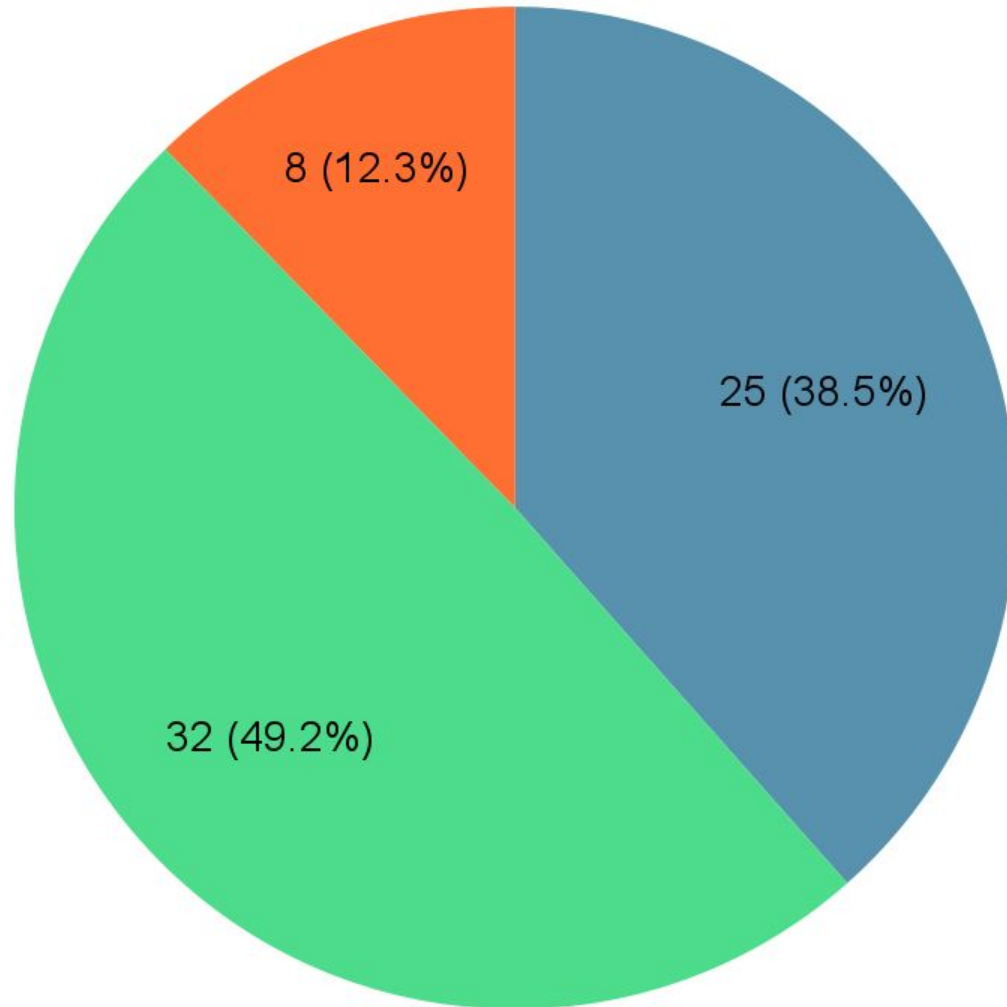


NYC High-Impact Tutoring Initiative Update

- 100% of schools have been contacted by program managers
- 98% of schools have launched their tutoring programs
 - 13 different tutoring providers
- Tutor survey sent out to all tutors to gather information about the tutor workforce and gauge interest in the tutor-to-teacher pipeline
- 2023–24 [Tutoring Provider Application](#) due 3/31

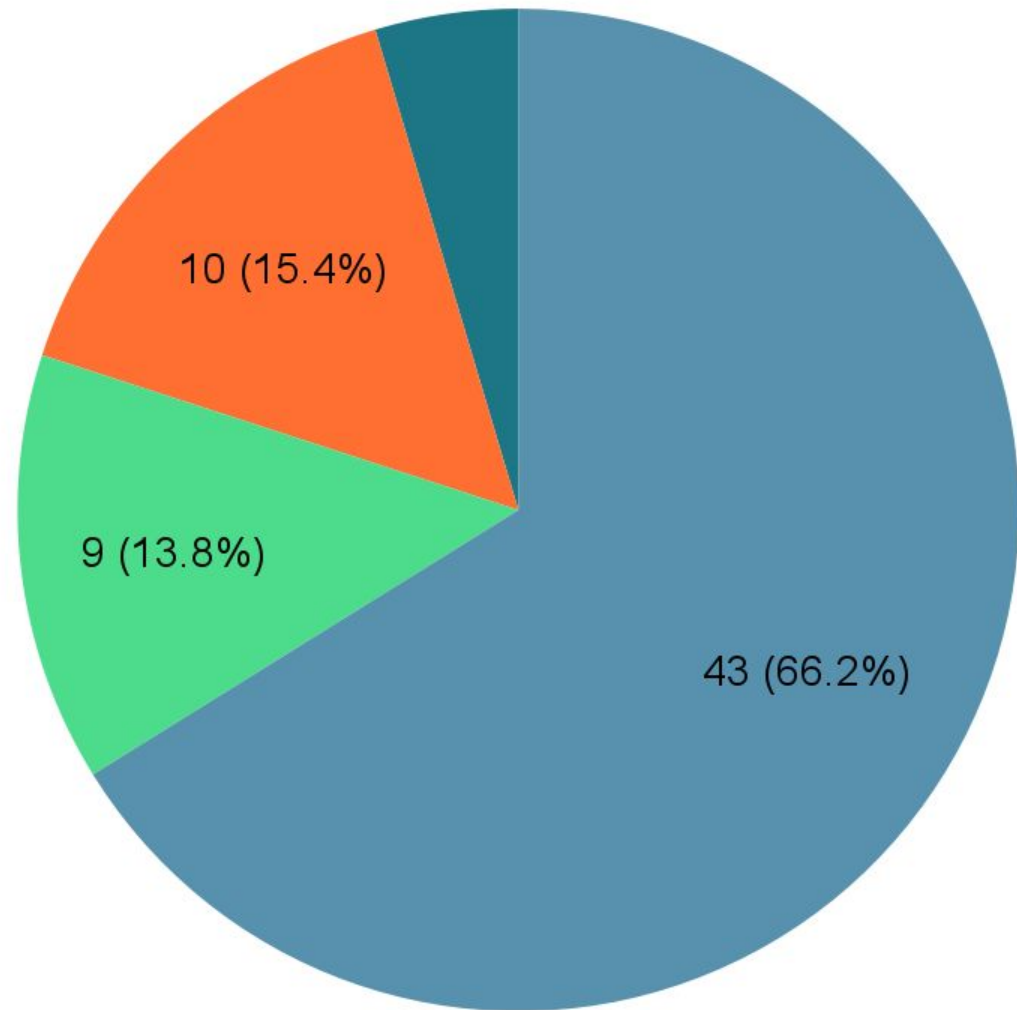
Content Area Breakdown

- Math
- ELA
- ELA + Math



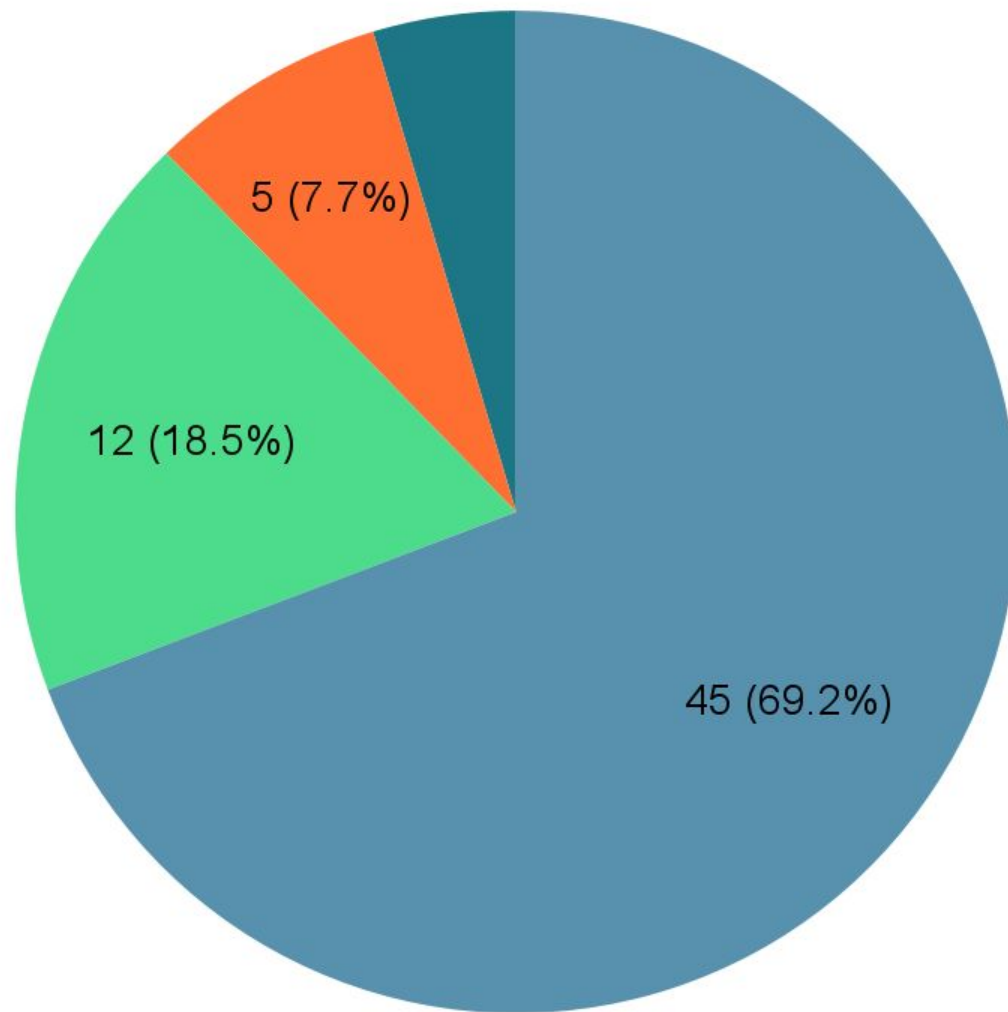
Tutoring Time

- In-School
- Before or After School
- Combination of Both
- Awaiting Confirmation



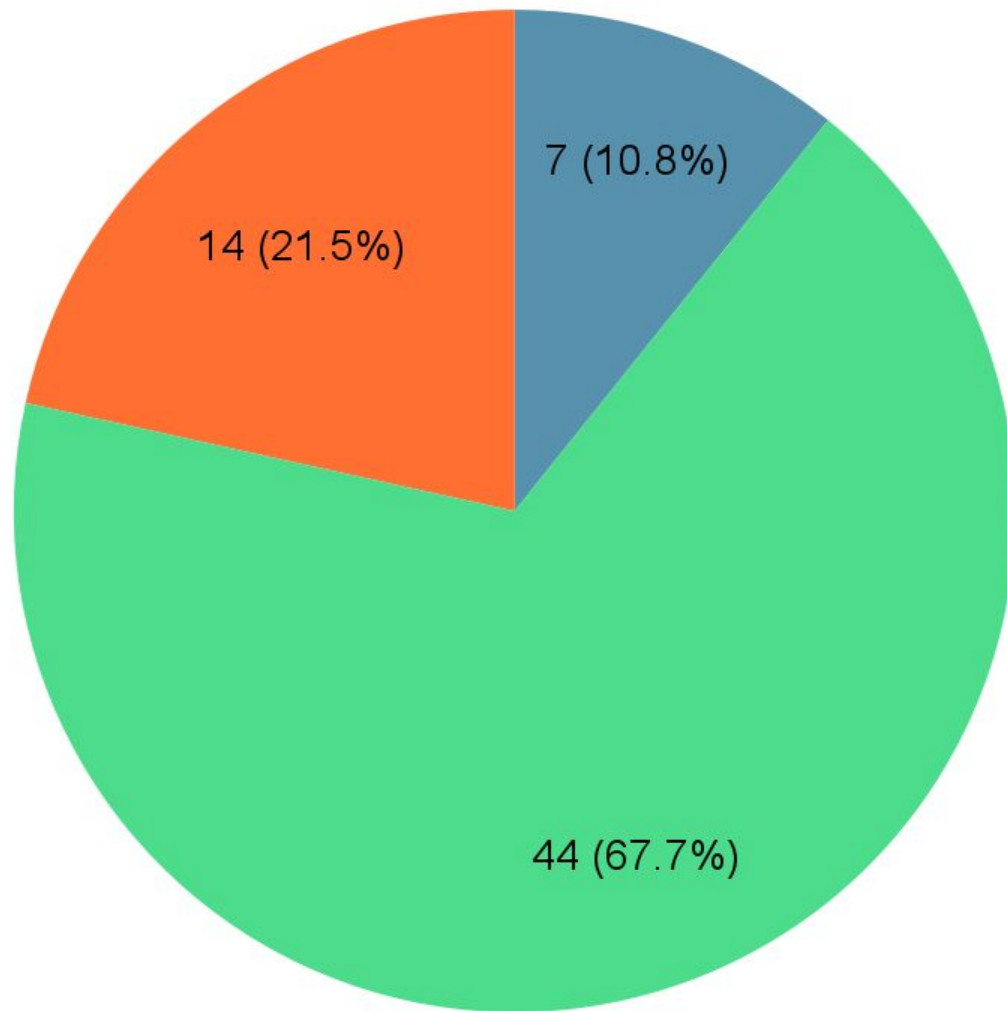
Tutoring Model

- In-Person
- Virtual
- Combination of Both
- Awaiting Confirmation



Tutoring Personnel

- School Staff
- Tutoring Provider
- Combination of Both



LET'S PLAY

THIS



OR

THAT



Coach

Be Coached

What elements of coaching are exciting to you?

Why do you prefer being the coach over being coached yourself?

What elements of being coached are exciting to you?

Why do you prefer being the coach over being coached yourself?

OR

If both, what do you look for most in a coaching relationship?

Jason Borges

Executive Director, NYCPS Literacy Collaborative

Nicole Williams

NYCPS Executive Director of STEM

HQIM + Tutoring Breakout Rooms

- **K-2 Literacy**
 - Gateway 1 (Alignment to Standards and Research-Based Practices for Foundational Skills Instruction)
 - Gateway 2 (Implementation, Support Materials and Assessment)
- **6-8 Mathematics**
 - Gateway 1 (Focus and Coherence)
 - Gateway 2 (Rigor and Mathematical Practices)
 - Gateway 3 (Instructional Supports and Usability Indicators)

HQIM + Tutoring (in Breakout Rooms)

- **Individual Read Time (5 min)**

- Read the EdReports.org Quality Instructional Materials Tool for your subject area and grade level.
 - [K-2 Literacy](#)
 - [K-8 Math](#)

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

- Take notes in [Jamboard](#)
- What are the hallmarks of HQIM?
- How does this information translate to tutoring?
 - Using own curriculum vs. adapting to school curriculum
 - Be sure to think about what it means for Multilingual Learners and students with disabilities.

- **Virtual Gallery Walk (5 min)**

- Use post-it notes to make comments, ask questions, show resonance, etc.

CoP Vision Generation

- **Mentimeter Activity**

- What challenges do you anticipate posing the greatest threats to our goal of building a sustainable, citywide system of high-impact tutoring?



- **Whole Group Discussion**

- Which of these challenges should this CoP focus on addressing, because they seem high-leverage and within our sphere of influence?

- **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:**
 - June 6th: 9:30 am – 11:00 am

