

HQIM IMPLEMENTATION CHECKLIST

This document outlines how to ensure the effective implementation of high quality instructional materials (HQIM) given a specific tutoring model (e.g. provider materials & provider staff, provider materials & school staff, school materials & provider staff, school materials & school staff)

Use the links below to access the checklist for your specific tutoring model:

[PROVIDER MATERIALS & PROVIDER STAFF](#)

[SCHOOL MATERIALS & PROVIDER STAFF](#)

[PROVIDER MATERIALS & SCHOOL STAFF](#)

[SCHOOL MATERIALS & SCHOOL STAFF](#)

HIGH QUALITY INSTRUCTIONAL MATERIALS (HQIM) DEFINITION

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

- **Align** to NYS Next Generation Learning Standards and are **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, but not limited to, students with disabilities, multilingual/English language learners, and racially & ethnically diverse students.
- **Respond** to students' cultures and **affirm** their identities.
- **Align** to evidence-based best practices in the relevant content area that are field tested.
- **Integrate** higher-order and critical thinking skills, along with other competencies that are easily transferable to authentic world tasks.

PROVIDER MATERIALS & PROVIDER STAFF

1. Communication

- Establish expectations* - In the form of a pre-launch meeting, this initial conversation is an opportunity for the provider and the school to establish student roster and baseline as well as goals for the program.
 - Set expectations during planning time regarding management structures between the provider and the school to ensure consistency.
- Establish consistency* - The provider informs the school of the tutor roster and any technical assistance personnel who are coming to the school and when.

2. Alignment

- Provider materials are aligned to the school curriculum (students are always working on skills in both classrooms).
- There is an open and continuous dialogue between tutors and school-day teachers to determine where students need additional support.
- School administration or designated school leaders (math department lead, grade team lead etc.) regularly make observations to ensure quality delivery of the instructional materials.

3. Tutor Support (Provider Staff)

- Schools integrate provider staff and tutors to school culture and community.
 - School establishes consistency with tutors on correct language use towards students (ex: scholars vs. students).
- Tutoring provider trains tutors on how to deliver provider materials effectively.

4. Diversity: SWD Support, MLL Support, Cultural Responsiveness

- SWD* - Tutors are adequately trained on how amend the delivery of the curriculum in relation to the student population they are workin with (SWD or MLL)
- MLL* - Provider materials are available in languages other than English and tutors have the ability to accommodate multiple languages (e.g. tutors can speak multiple languages).
- Cultural Responsiveness* - Provider materials are culturally responsive for a diverse student population.
 - Conversations take place between school staff and provider staff that cover how to implement materials in a culturally responsive manner.

5. Progress Monitoring

- Provider monitors student progress using qualitative and quantitative data at the beginning, middle, and end of the tutoring cycle and shares this information with the school.
 - There is open feedback between tutors and school-day teachers about student progress to address any issues that may arise (students that are not demonstrating growth, students experiencing regression etc.)
- Progress monitoring tools that are chosen need to have measurable data points that align with students goals for HIT. If the goal is about fluency the tool should measure this, if the goal is phonemic awareness, the tool should measure this.

SCHOOL MATERIALS & PROVIDER STAFF

1. Communication

- Establish expectations* - In the form of a pre-launch meeting, this initial conversation is an opportunity for the provider and the school to establish: student roster and baseline as well as goals for the program.
 - Tutors meet with teachers to determine which curriculum standards to prioritize based on classroom scope and sequence.
- Establish consistency* - The provider informs the school of the tutor roster and any technical assistance personnel who are coming to the school and when.

2. Alignment

- School staff train tutors on how to effectively implement school-based curriculum.
 - There is alignment between provider tutors and school staff regarding scope and sequence (e.g. where the students should be in the curriculum).
- There is an open and continuous dialogue between tutors and teachers to ensure the provider curriculum aligns with existing standards being implemented in the classroom and to determine where students need additional support.
- School administration or designated school leaders (math department lead, grade team lead etc.) regularly make observations to ensure quality delivery of the instructional materials.

3. Tutor Support (Provider Staff)

- Schools integrate provider staff and tutors to school culture and community.
 - School establishes consistency with tutors on correct language use towards students (ex: scholars vs. students).
- School trains tutors on how to deliver provider materials effectively.

4. Diversity: SWD, MLL Support, Cultural Responsiveness

- SWD* - Tutors are adequately trained on how to amend the delivery of the curriculum in relation to the student population they are working with (SWD or MLL)
- MLL* - School materials are available in languages other than English and tutors have the ability to accommodate multiple languages (e.g. tutors can speak multiple languages).
- Cultural Responsiveness* - School materials are culturally responsive for a diverse student population.
 - Conversations take place between school staff and provider staff that cover how to implement materials in a culturally responsive manner.

5. Progress Monitoring

- School monitors student progress using qualitative and quantitative data at the beginning, middle, and end of the tutoring cycle and shares this information with the provider.
 - There is open feedback between tutoring staff and school staff about student progress to address any issues that may arise (students that are not demonstrating growth, students experiencing regression etc.).
- Progress monitoring tools that are chosen need to have measurable data points that align with students goals for HIT. If the goal is about fluency the tool should measure this, if the goal is phonemic awareness, the tool should measure this.

PROVIDER MATERIALS & SCHOOL STAFF

1. Communication

- Establish expectations* - In the form of a pre-launch meeting, this initial conversation is an opportunity for the provider and the school to establish: student roster and baseline as well as goals for the program.
 - Tutors meet with teachers to determine which curriculum standards to work on.
- Establish consistency* - School staff tutor availability is clear, and a plan is in place to provide substitute tutors when school staff are unavailable.
 - There is clear alignment on scheduling of tutoring sessions to make push-in/pull-out run smoothly.

2. Alignment

- Providers train school tutoring staff on how to correctly implement provider materials.
- There is an open dialogue between school tutoring staff and classroom teachers to determine where students need additional support.
- School administration or designated school leaders (math department lead, grade team lead etc.) regularly make observations to ensure quality delivery of the instructional materials.
- Tutoring providers meet with school based staff (teachers) to ensure provider curriculum aligns with existing standards being implemented in the classroom.

3. Tutor Support (School Staff)

- Tutoring provider has trained the school tutors on how to deliver the provider's curriculum effectively.

4. Diversity: SWD Support, MLL Support, Cultural Responsiveness

- SWD* - Tutors are adequately trained on how amend the delivery of the curriculum in relation to the student population they are workin with (SWD or MLL)
- MLL* - Provider materials are available in languages other than English and tutors have the ability to accommodate multiple languages (e.g. tutors can speak multiple languages).
- Cultural Responsiveness* - Provider materials are culturally responsive for a diverse student population.
 - Conversations take place between school staff and provider staff that cover how to implement materials in a culturally responsive manner.

5. Progress Monitoring

- Provider monitors student progress using qualitative and quantitative data at the beginning, middle, and end of the tutoring cycle and shares this information with the school.
 - There is open feedback between tutoring staff and school staff about student progress to address any issues that may arise (students that are not demonstrating growth, students experiencing regression etc.)
- Progress monitoring tools that are chosen need to have measurable data points that align with students goals for HIT. If the goal is about fluency the tool should measure this, if the goal is phonemic awareness, the tool should measure this.

SCHOOL MATERIALS & SCHOOL STAFF

1. Communication

- Establish expectations* – In the form of a pre-launch meeting, this initial conversation is an opportunity for school day teachers and tutoring staff to establish: student roster and baseline as well as goals for the program.
- Establish consistency* – School day teachers are informed of who is coming into the classroom and when.
 - There is clear alignment on scheduling of tutoring sessions to make push-in/pull-out run smoothly.
 - Set expectations during planning time regarding management structures between the provider and the school to ensure consistency.

2. Alignment

- There are provisions in place to ensure that HIT time is differentiated from regular school day and does not become absorbed into the regular school day.
- There is an open line of communication between school – day teachers and tutors to ensure HIT curriculum alignment to school curriculum.
- School administration or designated school leaders (math department lead, grade team lead etc.) regularly make observations to ensure quality delivery of the instructional materials.

3. Tutor Support (School Staff)

- Understanding tutor needs and respecting the boundary between HIT tutor, and school-day teacher.
- Schools provide training for tutoring staff on how to align HIT curriculum with regular school-day curriculum.

4. Diversity: SWD Support, MLL Support, Cultural Responsiveness

- SWD* – Tutors are adequately trained on how amend the delivery of the curriculum in relation to the student population they are workin with (SWD or MLL)
- MLL* – School materials are available in languages other than English and tutors have the ability to accommodate multiple languages (e.g. tutors can speak multiple languages).
- Cultural Responsiveness* – School materials are culturally responsive for a diverse student population.
 - Conversations take place between school staff and provider staff that cover how to implement materials in a culturally responsive manner.

5. Progress Monitoring

- Progress is measured with qualitative and quantitative data at the beginning, middle, and end of the tutoring cycle.
 - Ensure that there is open feedback between school day teachers and school tutoring staff about student progress to address any issues that may arise (students that aren't performing well etc.)
- Progress monitoring tools that are chosen need to have measurable data points that align with students goals for HIT. If the goal is about fluency the tool should measure this, if the goal is phonemic awareness, the tool should measure this.