# HIGH-IMPACT TUTORING (HIT) DEFINITION + STANDARDS

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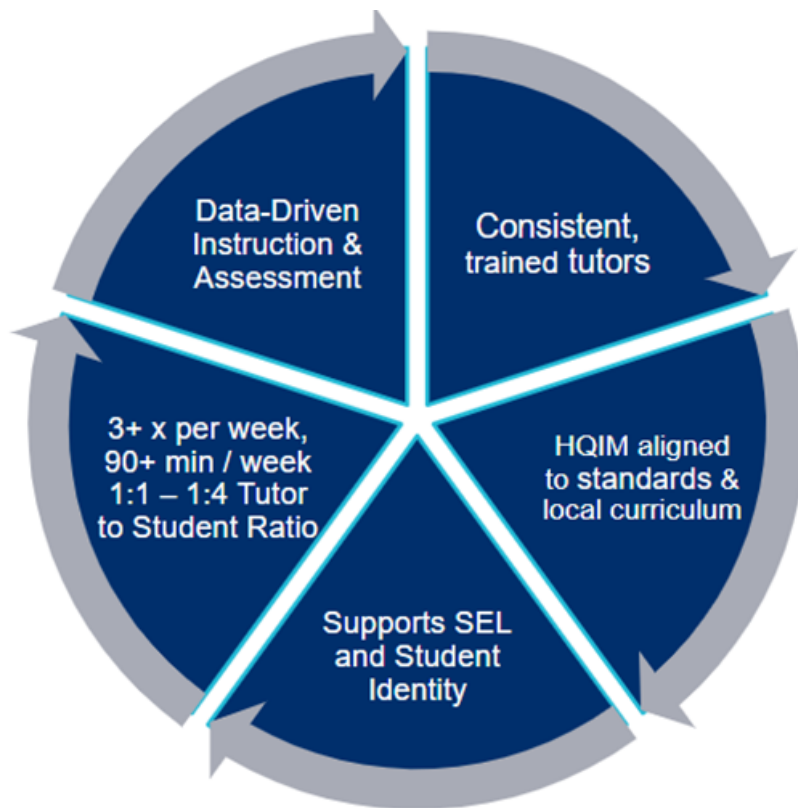
Relationships Based in Trust - *Evidence of caring adults, trained for relationship-building.*

Program Indicators:
- ❏ Program has adequate staff cleared to work and meet capacity and program plans with students from launch.
- ❏ Program has specific training to support tutors with relationship-building skills.
- ❏ Program has systems to ensure consistent tutor attendance and that students are paired with the same tutor from session-to-session.
- ❏ Program has systems for feedback and/or evaluation tools that include indicators for relationship-building.
- ❏ Program has systems for effective communication between tutoring providers and schools.

Tutoring Provider Actions:
- ❏ Tutoring providers develop a hiring rubric and practices that include: social-emotional learning (SEL), culturally responsive teaching (CRT) and positive youth development as core competencies for hire.
- ❏ Tutoring providers train tutors to establish a baseline of practicing SEL and CRT within the context of HIT and provide routine follow up training when necessary.
- ❏ Tutoring providers establish a clear protocol for introductory meetings between school staff involved in the implementation of the HIT program and tutors who will be facilitating the tutoring.

Tutor Actions:
- ❏ Tutors demonstrate consistency and reliability.
- ❏ Tutors build rapport with students.
- ❏ Tutors have clear routines and systems aimed at building relationships (opening/greeting, incentive system, individualized check-ins).
- ❏ Tutors build a joy of learning (conversational, prompting progress over perfection, praising effort).
- ❏ Tutors' tones are respectful/empathetic/encouraging.
- ❏ Tutors build connections back to student interest.

School Actions:
- ❏ School leaders routinely perform HIT program observations to gain real time insights on the efficacy and/or strength of the relationships.
- ❏ School leaders share feedback from observations with tutors/tutoring providers in order to allow for transparency and opportunities to address any improvement areas needed.
- ❏ Schools affirm a culture of prioritizing academic intervention, specifically HIT.

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

Program Indicators :
- ❏ Program has materials, trainings, or systems that support tutors with building content knowledge.
- ❏ Program has materials, training, or systems that support tutors with building effective facilitation skills.

Tutoring Provider Actions:
- ❏ Program has a **tutor attendance** rate of **80%** or higher.
- ❏ Tutoring providers train tutors on how to implement high quality instructional materials well, including content and delivery.

Tutor Actions:
- ❏ Tutors explain the content clearly.
- ❏ Tutors explain the content correctly.
- ❏ Tutors identify and address potential student misconceptions or confusions.
- ❏ Tutors effectively employ **at least 2** different facilitation strategies (e.g. asking guiding questions, using repetition, prompting students with questions).

School Actions:
- ❏ School leaders create a system for reciprocal communication between tutor and teacher about tutor and student academic needs.
- ❏ School leaders routinely perform HIT program observations to gain real time insights on tutor effectiveness.

| | ❑ School leaders share feedback from observations with tutors/tutoring providers in order to allow for transparency and opportunities to address any improvement areas needed. |

Supported by a High-Quality Curriculum - *Evidence of standards-based, aligned curricular materials.*

Program Indicators:
- ❑ Curricular resources encourage and support high leverage practices such as conceptual understanding, repetition, read-aloud, informed guesses/estimation. When appropriate, any online curricular resources track accuracy and not just completion.
- ❑ Curricular resources are aligned to standards and lessons have clear daily objectives.
- ❑ When necessary, curricular resources are adapted or adjusted to ensure alignment between classroom learning and tutoring sessions.

Tutoring Provider Actions:
- ❑ Tutoring providers use high-quality instructional materials that align with state standards and the school curriculum.
- ❑ Tutoring providers provide research and/or substantial data on the effectiveness of their program with the demographic of students served.

Tutor Actions:
- ❑ Tutors are using lesson plans and program materials as intended, with a clear objective.
- ❑ Tutors give students the opportunity to practice skills independently (balance of tutor talking/writing/modeling and student talking/writing/modeling).
- ❑ Tutors give feedback that is appropriate and aligned to curricular resources.

School Actions:
- ❑ School leaders provide the HIT program team with a written overview of their curriculum (or complete a survey) to determine if their school curriculum meets the definition of high-quality instructional materials.

Collaborative with/Integrated in Schools - *Evidence of partnership and integration with school community*

Program Indicators:
- ❑ Program staff and school-based staff set and maintain regular communication (e.g. biweekly weekly to track progress; email or phone updates for immediate issues, populating a report for the teacher, anecdotes or survey results from teachers).
- ❑ Program and school-based staff have established systems to ensure tutors know where/how rostered students transition from tutoring to other school activities.

Tutoring Provider Actions:
- ❑ Tutoring providers adhere to regulatory guidelines, HIT standards, and school culture expectations to provide service to schools.
- ❑ Tutoring providers provide a list of tutors who will be facilitating at the school sites (prior to implementation) alongside any protocols in place to account for tutor absences/attrition.
- ❑ Tutoring providers establish a culture of information sharing (i.e., data and holistic information about young people) and provide opportunities for making meaning through 1-1 data overviews with the school staff.

Tutor Actions:
- ❑ Tutors have reserved and designated spaces in the school building or equivalent space.
- ❑ Tutors have access to school-based resources needed for sessions (e.g. technology, internet, manipulatives, text, books or choice of readings, etc.)
- ❑ Tutors connect daily skills back to previous learning (from prior tutoring sessions or from class).
- ❑ Tutor checks in regularly with core instructional staff about curriculum, student needs and student experience.

School Actions:
- ❑ School leaders should create a strong HIT implementation team.

- School leaders provide tutoring providers with designated staff members who will be a part of HIT implementation and ensure all stakeholders are aware (i.e. program lead, additional staff in the room tutoring will take place, New Visions Portal attendance person.)
- School leaders minimize communications by streamlining HIT program related communications with other relevant communications.
- Core instructional staff provide information to tutors regarding the curriculum, student needs and student experience.

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

Program Indicators:
- Tutoring sessions are scheduled for at least a total of 90 minutes per week, schedule is posted and accessible.
- Program has a **student attendance** rate of **80%** or higher.
- Program has a systematic way to communicate attendance with school and/or families.

Tutoring Provider Actions:
- Tutoring providers ensure their program accommodates a frequency of at least 3 times per week.
- Tutoring providers ensure their program accommodates a duration of at least 90 minutes per week.
- Tutoring providers ensure their program accommodates a ratio of 1:1 to 1:4.

Tutor Actions:
- Tutors start and end sessions on time.
- Tutors keep track of student attendance.
- Tutors have group sizes that do not exceed four students, or the prescribed group size.

School Actions:
- School leaders develop a schedule that ensures tutoring happens according to HIT research:
    - A frequency of at least 3 times per week
    - A total duration of at least 90 minutes per week.
- School leaders create a roster and develop groups that do not exceed four students, or the prescribed group size.
- School leaders track overall student attendance and follow-up with students that have chronic attendance problems.

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

Program Indicators:
- Program and school-based staff collaborate to determine students who are best suited to participate in HIT.
- Program has systems to assess and track student mastery.
- Program supports tutors in using formative assessment data from each session to inform future sessions (i.e. checks in with the hosting teacher or leader on content, uses embedded content checks, uses school's assessment).

Tutoring Provider Actions:
- Tutoring providers develop an action plan in partnership with the school; including, goals, training, curricula and pedagogy.
- Tutoring providers consider the school needs and match tutors based on data during introductory meetings.
- Tutoring providers provide the school with written assessments of the progress of tutoring (e.g. tutor consistency, materials covered, gaps in learning)
- Tutoring providers have systems for progress monitoring.

Tutor Actions:
- Tutors use multiple checks for understanding throughout the lesson and adjust pacing when necessary.
- Tutors have clear systems for collecting student-level data and capturing session notes (e.g. anecdotal notes).

School Actions:

❏ School leaders align data across initiatives including HIT.
❏ School designates a key point person to enter attendance data into the Portal by New Visions.
❏ School leaders use various sources of data to determine which students are best suited to participate in HIT (e.g. attendance data)
❏ School leaders define desired student outcomes for all subgroups including SWDs and MLLs

Work Cited from City Tutor DC, www.citytutordc.org