

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

	REFINING/MODELING (4)	DEVELOPING (3)	EMERGING (2)	BEGINNING (1)
Tutor support/ training (School & provider actions)	Have systems in place (i.e. observation & feedback cycles) that <u>are effectively helping</u> tutors improve their content knowledge, facilitation skills, capacity to support social emotional needs, and cultural competence, including ensuring access to high quality and aligned student facing materials.	Have systems set up that support tutors to improve their content knowledge & facilitation skills, including ensuring access to high quality and aligned student facing materials.	Try to support tutors' growth, but do so inconsistently & without systems & structures in place. Tutors do not consistently have access to high quality student facing materials for their sessions.	Neither provider nor school provide ongoing support & training for tutors. Tutors are on their own in terms of finding high quality student facing materials to use for their sessions.
Tutor attendance (Provider actions)	Systems are in place to replace absent tutors with trained personnel in the case of absences so that sessions are always held more than 80% . There is a system for consistent communication between the tutoring provider and school about tutor attendance.	Tutors are present & on time for sessions at least 80% of the time , and communicate absences/lateness in a timely manner with school.	Tutors are present for sessions at least 80% of the time , but may not communicate absences or latenesses effectively with school.	Tutors are present less than 80% of the time and school is not informed of absences or lateness.
Tutor preparation/ lesson focus (Tutor actions) *For push-in, teacher may introduce topic/skill.	Tutors come prepared with a specific topic/skill that they are able to effectively introduce and model* for students using clear & accessible language. Topics are chosen through ongoing communication with school staff about student needs.	Tutors come prepared with a specific topic/skill that they are able to effectively introduce and model* for students using clear & accessible language .	Tutors come prepared with a specific topic/skill, but may not take time to introduce it or model it for students.* Introduction/model is confusing and ineffective .	Tutors are not prepared with specific topics to work on with students.* Skills/topics do not match student needs/curriculum . Tutors do not prepare or review materials ahead of the sessions.
Tutor pace/ Scaffolding (Tutor actions)	Tutors take time to: - Gauge student awareness & skill level with planned pre-assessment activities - Move at a pace that fosters student engagement and gives all students plenty of time for practice - Address misconceptions as they	Tutors take time to: - Gauge student awareness & skill level - Move at an appropriate pace that gives most students enough time for practice - Address misconceptions	Tutors may rush through gauging student awareness/skill level. Pacing is too fast and may result in some students' misconceptions not being addressed . OR Pacing is too slow and may result	Tutors jump right into instruction or practice without taking time to gauge student awareness/skill level, and do not attempt to clarify misconceptions that students have about the topic. Most students are disengaged from the session material. For push-in

	come up for each student & check for understanding before moving on	as they come up for each student	in some students being disengaged from practice.	instruction, tutor does not actively facilitate any academic instruction.
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Collaborative with & Integrated in Schools - Evidence of partnership and integration with school community

	REFINING/MODELING (4)	DEVELOPING (3)	EMERGING (2)	BEGINNING (1)
HIT Implementation Team (School actions)	Have a strong implementation team that fully owns & proactively addresses all HIT program needs . Roles within the team are clearly defined & team members have systems in place to observe programming & intervene as needed .	Have an implementation team dedicated to the HIT program . Roles are clearly defined and staff are able to address the majority of program needs , including data entry, attendance, program oversight & provider communication.	Implementation team may face challenges with defining roles , resulting in some program needs going unaddressed .	Implementation team is unable to effectively manage programming due to a lack of capacity. Key roles including data entry, attendance taking, program oversight and provider communication are not addressed.
Documentation (School actions)	Have documentation for: <ul style="list-style-type: none"> - Scheduling - Attendance tracking Documents are clear and updated, and regularly & easily accessible to all stakeholders.	Have documentation for: <ul style="list-style-type: none"> - Scheduling - Attendance tracking Documents are shared at regular intervals, but may not be available to all stakeholders.	Have a consistent schedule & systems for tracking attendance. Documents may be out of date and/or not shared effectively with stakeholders.	Do not have a consistent schedule or system for tracking attendance and student progress.
Communication (School & Provider actions)	Communication systems in place are able to effectively: <ul style="list-style-type: none"> - Anticipate and proactively plan for challenges - Handle internal problems - Foster high quality programming - Support student growth 	Have systems in place (regular meetings & emails/phone calls) to ensure regular & open communication among all stakeholders in the HIT program (tutors, provider, school staff, teachers, etc.) regarding programming & student academic progress.	Have open lines of communication between school staff & provider staff. Communication may not be scheduled regularly & is mostly reactive as problems arise.	Communication amongst stakeholders is inconsistent and/or strained & ineffective .
Resources (School actions) *For push-in models, group should be seated close together within the	Tutors have access to their own consistent private space with all of the resources they need to create an effective learning environment for students. Student transitions are smooth & timely . Tutors have access to at least 30	Tutors have access to a private space & most of the materials & resources they need. Transitions may need occasional support from school-based HIT team . Tutors have access to at least 30 minutes of uninterrupted	Tutors have their own space and resources to work with - space may not be private or consistent from class to class, and resources may not fully address student needs. Inefficient transitions may take minutes away from instructional time.	Tutors do not have a designated space & resources to work with. Students are frequently absent from sessions due to transition issues. Tutors do not have private

classroom.	minutes of uninterrupted instructional time with their rostered group of students.	instructional time with their rostered group of students.	Tutors do not have 30 full minutes of instructional time with their rostered group.	instructional time with their rostered student group.
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Data-Driven - Evidence of leveraging data to inform enrollment, content and program evaluation.

	REFINING/MODELING (4)	DEVELOPING (3)	EMERGING (2)	BEGINNING (1)
Goal Creation (School actions)	School's HIT goal is SMART, aligned to a standardized assessment, and represents accelerated growth for HIT students. Accelerated growth target is based on historical data.	School's HIT goal is SMART, aligned to a standardized assessment, and represents accelerated growth for HIT students.	School's HIT goal is a SMART goal and is aligned to a standardized assessment (Acadience/iReady). <i>It may not represent accelerated growth for HIT students.</i>	School has a HIT goal but it is lacking elements of a SMART goal format. <i>It may not be aligned to a standardized assessment.</i>
Data Collection (School and provider actions)	Academic progress data is collected through both standardized assessments and a consistent and effective system for additional progress monitoring at least 2-3 times per 10 week cycle. Attendance is collected regularly & New Visions is up to date.	Academic progress data is collected through both standardized assessments and a consistent system for additional progress monitoring throughout the HIT cycle. Attendance is collected regularly & New Visions is up to date.	Academic progress data is collected through both standardized assessments and additional progress monitoring. Progress monitoring may be inconsistent or ineffective. Attendance is collected regularly, but New Visions is not up to date.	Academic progress data collection is limited to required standardized assessments with no additional progress monitoring. Attendance data is not collected effectively or on New Visions.
Data Sharing & Analysis (School and provider actions)	Systems for regular data sharing & analysis are in place and used effectively by all stakeholders. Data is compared among subgroups in HIT and to non-HIT students. Data includes quantitative & qualitative (i.e. student self-efficacy) data.	Systems for regular data sharing & analysis (i.e. meetings, spreadsheets) are in place and accessible to all stakeholders (tutors, teachers, admin, provider & families). Data is compared among subgroups in HIT and to non-HIT students.	Data sharing and analysis occurs, but dedicated time and/or tools are not built into the HIT program. Data may not be compared among subgroups or to non-HIT students.	Data sharing and analysis among HIT stakeholders rarely or never occurs.
Data Application & Use (School actions)	Academic progress data are used to select & strategically group students, modify groups as needed, and replace students with low attendance within the first 2 weeks of programming.	Academic progress data are used to select students for HIT programming, strategically group students, and modify groups as needed.	Academic baseline data are used to select students for HIT programming and strategically group students. <i>Groups are not modified between HIT cycles in response to MOY progress</i>	Students are not selected, grouped or changed within the program based on relevant assessment data.

	Progress & attendance data is used to guide programmatic decisions (model, timing, etc.). Progress monitoring data is used to make effective adjustments to instruction to address student needs.	Progress & attendance data is used to guide programmatic decisions (model, timing, etc.) Progress monitoring data is used to make adjustments to instruction to address student needs.	<i>data.</i> Progress & attendance data is used to guide programmatic decisions (model, timing, etc.). <i>Progress monitoring is not effectively used to inform instructional choices.</i>	Program model may remain the same from year to year despite poor progress or attendance data.
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Relationships Based in Trust - Evidence of caring adults, trained for relationship-building.

	REFINING/MODELING (4)	DEVELOPING (3)	EMERGING (2)	BEGINNING (1)
Program Implementation (School & provider actions)	Program has successfully launched due to a smooth and collaborative partnership between school staff and provider staff that prioritizes a high-quality learning experience for students. Tutor attendance is consistent & they attend planning meetings and school PD meetings if invited.	Program was launched through the collaborative efforts of school staff and provider staff. - Tutor attendance is reliable; - Tutors have familiarized themselves with instructional materials (school curriculum or provider lesson plans).	Program has launched, however there are still a few problems to work through as it pertains to tutor presence and consistency, teaching materials meeting the standards of HQIM, and sporadic communication between school staff and provider staff.	Program is struggling to find its pacing and has not settled into an organized system due to ineffective pre-planning . Provider staff are not fully integrated in the school, and the relationship between provider staff and school staff is disjointed , resulting in problems that are difficult to resolve.
Tutoring Provider Partnership (School & provider actions)	Any outside tutoring providers have established a positive and beneficial presence at school . It is evident that tutors/school staff are trained in SEL and CRT practices in addition to instructional practices.	Any outside tutoring providers have established a positive presence at school . Tutors/school staff have been trained to deliver effective instruction as needed.	Any outside tutoring providers have not established much of a presence at the school , but outside tutors are aware of the school routines . Tutors/school staff are trained, but there are areas of opportunity for staff to increase core competency skills.	The presence of any outside tutors is disruptive to the school culture/unwelcome . Tutors/school staff do not have the skill set to deliver effective instruction , and materials do not meet standards of HQIM.
Tutor Relationship (Tutor actions)	Tutor has cultivated a joyful and interactive learning experience for students. Tutor(s) demonstrates a	Tutor has a good rapport with students due to reliability, set routines , and a warm attitude .	Tutor is still building rapport with students but engagement fluctuates because a routine has	Tutor's relationship with students is fragmented . The tutor's attendance is not steady

HIGH IMPACT TUTORING

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	<p>consistent and reliable presence; students and tutor(s) have great rapport; the facilitation of the lesson plan evolves in real time to adapt to students' needs.</p>	<p>They utilize various classroom management strategies to address behavioral issues as they arise and affirm student's interest.</p>	<p>not been established. Behavioral management is adequate. Tutor teaches material adequately but could tailor the lesson to the students' learning style to ensure student(s) are building understanding of the subject.</p>	<p>or reliable and students are not engaged. Tutor does not address behavioral problems, as they arise, effectively.</p>
<p>School HIT Team Partnership (School actions)</p>	<p>School leaders are involved in the successful implementation of HIT by providing comprehensive support to tutors. School leaders demonstrate a willingness to explore areas of improvement through ongoing communication with the provider.</p>	<p>School leaders have successfully integrated tutors into the school culture and schedule. There is a prioritization of academic intervention and school leaders periodically observe HIT sessions to ensure programming is up to par and running smoothly.</p>	<p>School leaders prioritize academic intervention, but HIT operates as its own entity. School HIT leads do not perform routine observations to track efficiency, relying instead on progress monitoring spreadsheets to track data.</p>	<p>It is evident that school does not prioritize HIT due to poor communication and oversight; there is a lack of partnership with the provider to strengthen HIT programming in school.</p>

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

	REFINING/MODELING (4)	DEVELOPING (3)	EMERGING (2)	BEGINNING (1)
Tutor Access to HQIM <i>(School/ Provider actions)</i>	<p>Have systems in place (i.e. observation, assessment schedules & data meetings) that are effectively ensuring the consistent use of HQIM. These curricular resources support high leverage practices such as:</p> <ul style="list-style-type: none"> - Conceptual understanding - Repetition - Read-aloud - Informed guesses/ estimation <p>When appropriate, online curricular resources are streamline across all tutoring sessions and always track accuracy and completion.</p>	<p>Have systems set up that aim to ensure the consistent use of HQIM that align with state standards and the school curriculum.</p> <p>Curricular resources encourage and support most, if not all high leverage practices.</p> <p>When appropriate, any online curricular resources always track accuracy and completion.</p>	<p>Are still working on setting up a system to ensure the consistent use of HQIM that align with state standards and the school curriculum.</p> <p>Curricular resources sometimes support high leverage practices.</p> <p>When appropriate, any online curricular resources often track accuracy and completion, but may vary depending on tutor, provider, subject, and/or grade, etc.</p>	<p>Rarely or never take steps to ensure the consistent use of HQIM that align with state standards and the school curriculum.</p> <p>Curricular resources rarely or never support high leverage practices.</p> <p>When appropriate, online curricular resources rarely or never track accuracy and/or completion.</p> <p>AND/OR</p> <p>Vary greatly depending on tutor, provider, subject, and/or grade, etc.</p>
Tutor-School Communication <i>(Provider/School actions)</i>	<p>Routine, pre-scheduled meetings between the tutors and school leaders occur throughout the entire implementation of the HIT Program to ensure students are always working on skills that align to classroom curriculum.</p>	<p>Meetings between the tutors and school leaders occur throughout program implementation to ensure students are often working on skills that align to classroom curriculum.</p>	<p>Tutors and school leaders sometimes meet throughout program implementation. Students are sometimes working on skills that align to classroom curriculum, but observations/meetings are infrequent and cannot ensure HQIM are utilized with fidelity.</p>	<p>Tutors and school leaders rarely or never meet during implementation.</p> <p>Students are rarely working on skills that align to classroom curriculum.</p> <p>Observations/meetings do not occur and cannot ensure HQIM are utilized with fidelity.</p>
Lesson focus & Tutor Pace <i>(Tutor actions)</i>	<p>Tutors always:</p> <ul style="list-style-type: none"> - Use lesson plans/materials as intended, with a clear objective, informed by relevant student data - Include independent practice in every tutoring session - Give appropriate feedback that supports student growth. 	<p>Tutors often:</p> <ul style="list-style-type: none"> - Use lesson plans and program materials as intended, with a clear objective, informed by relevant student data - Include independent practice in most tutoring sessions - Give appropriate feedback 	<p>Tutors sometimes:</p> <ul style="list-style-type: none"> - Use lesson plans/materials with a clear objective which may reflect student needs - Include independent practice, - Facilitate lessons with heavy teacher talk and minimal student participation. - Give appropriate feedback. 	<p>Tutors:</p> <ul style="list-style-type: none"> - Rarely use lesson plans and program materials as intended - Are not informed by student data - Facilitate lessons with heavy teacher talk and minimal student participation. - Do not give feedback that is appropriate.

<p>Student Facing Materials: <i>Scaffolding, Differentiation, CRP</i> <i>(Tutor actions)</i></p>	<p>When necessary, curricular resources are always adapted or adjusted to ensure instruction is differentiated for diverse learners including, but not limited to, students with disabilities, multilingual/English Language learners, and racially & ethnically diverse students</p> <p>Materials are always available in languages other than English.</p> <p>Materials are always culturally responsive and respond to students' cultures and are affirming of their identities.</p>	<p>When necessary, curricular resources are often adapted or adjusted to ensure instruction is differentiated for diverse learners.</p> <p>Materials are often available in languages other than English.</p> <p>Materials are often culturally responsive and respond to students' cultures and are affirming of their identities.</p>	<p>Curricular resources are sometimes adapted or adjusted to ensure instruction is differentiated for diverse learners.</p> <p>Materials may be available in languages other than English.</p> <p>Materials aim to be culturally responsive and respond to students' cultures and are affirming of their identities.</p>	<p>Curricular resources are rarely or never adapted or adjusted to ensure instruction is differentiated for diverse learners.</p> <p>Materials are not available in languages other than English.</p> <p>Materials are not culturally responsive and respond to students' cultures and are affirming of their identities.</p>
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High-quality Instructional Materials

☐ Tutor Facing Instructional Materials (Scope and Sequence & Quality):

- ☐ Align to New York State Next Generation Learning Standards and the school curriculum.
- ☐ Lessons are selected intentionally prior to sessions being held, with sufficient time for tutors to facilitate effectively, and are informed by relevant student data including, but not limited to, embedded assessments.
- ☐ Integrate higher order and critical thinking skills along with other competencies that are easily transferable to authentic world tasks.
- ☐ Contain differentiated instruction for diverse learners including, but not limited to, students with disabilities, multilingual/English Language learners, and racially & ethnically diverse students

☐ Student Facing Instructional Materials (Progress Monitoring & Critical Thinking):

- ☐ Support student advancement towards independent reading and/or problem solving through guided and independent practice
- ☐ Curricular resources are adapted or adjusted to ensure alignment between classroom learning and tutoring sessions.
- ☐ Materials allot for reflection time, check-for understanding, modeling, student-led discussions and/or opportunities for feedback from tutor to student
- ☐ Respond to students' cultures and affirming their identities.