

High-Impact Tutoring Standards Rubrics

BEGINNING programs (1)	The school demonstrates an awareness of program needs, talks about them, and may occasionally attempt to address them.
EMERGING programs (2)	The school has begun to address program needs, but does so inconsistently, or in a way that only addresses some of the needs and problems.
DEVELOPING programs (3)	The school consistently addresses program needs in a way that leads to their meeting most of their goals and addressing most problems effectively.
REFINING/MODELING programs (4)	The HIT program is deeply embedded in the school and the school's actions result in consistently meeting their progress goals. Modeling language - The school's HIT program is recognized as exemplary and is shared with other schools.

*Language borrowed from Transformational Coaching Rubric

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 <i>(School actions)</i>	Have systems in place (i.e. observation & feedback cycles) that are effectively helping tutors improve their content knowledge, facilitation skills, capacity to support social emotional needs, and cultural competence.	Have systems set up that support tutors to improve their content knowledge & facilitation skills.	Try to support tutors' growth, but do so inconsistently & without systems & structures in place.	Do not provide ongoing support & training for tutors.
Tutor attendance <i>(Provider actions)</i>	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	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 attendance.			
Tutor preparation/ lesson focus <i>(Tutor actions)</i>	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 <i>(Tutor actions)</i>	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 come up & check for understanding before moving on	Tutors take time to: - Gauge student awareness & skill level - Move at an appropriate pace that gives most students enough time for practice - Address misconceptions as they come up	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 in some students being disengaged from practice.	Tutors jump right into instruction or practice without taking time to gauge student awareness/skill level . Tutors do not attempt to clarify misconceptions that students have about the topic. Most students are disengaged from the session material.

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

	GREAT programs (4)	GOOD programs (3)	SOLID programs (2)	INEFFECTIVE programs (1)
HIT Implementation Team	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 (i.e. at least 3 members) dedicated to the HIT program . Roles are clearly defined and staff are able to address the majority of program needs .	Have at least 2 school staff assigned to the implementation team. Team may face challenges with defining roles and taking care of all HIT program needs .	One staff member is responsible for all needs of the program, and is unable to effectively manage programming .
Documentation	<p>Have documentation for:</p> <ul style="list-style-type: none"> - Scheduling - Attendance tracking - Progress monitoring/data sharing <p>Documents are clear and updated, and real-time data is regularly & easily accessible to all stakeholders.</p>	<p>Have documentation for:</p> <ul style="list-style-type: none"> - Scheduling - Attendance tracking - Progress monitoring/data sharing <p>Documents are shared at regular intervals, but real-time data is not available to all stakeholders.</p>	<p>Have a consistent schedule & systems for tracking attendance.</p> <p>Documents may be out of date and/or not shared effectively with stakeholders.</p>	Do not have a consistent schedule or system for tracking attendance and student progress.
Communication	<p>Communication systems in place are able to effectively:</p> <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	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 a private space & most of the materials & resources they need. Transitions may need occasional support from school-based HIT team .	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	Tutors do not have a designated space & resources to work with. Students are frequently absent from sessions due to transition issues.

			minutes away from instructional time.	
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