

## High-Impact Tutoring Standards Rubrics

<b>BEGINNING programs (1)</b>	The school demonstrates an awareness of program needs, talks about them, and may occasionally attempt to address them.
<b>EMERGING programs (2)</b>	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.
<b>DEVELOPING programs (3)</b>	The school consistently addresses program needs in a way that leads to their meeting most of their goals and addressing most problems effectively.
<b>REFINING/MODELING programs (4)</b>	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

<b>Focused on Tutor Effectiveness - Evidence of deep content knowledge and dynamic learning facilitation skills.</b>				
	REFINING/MODELING (4)	DEVELOPING (3)	EMERGING (2)	BEGINNING (1)
<b>Tutor support/ training</b> <i>(School actions)</i>	<b>Have systems in place (i.e. observation &amp; feedback cycles) that are effectively helping</b> tutors improve their content knowledge, facilitation skills, capacity to support social emotional needs, and cultural competence.	<b>Have systems set up that support</b> tutors to improve their content knowledge & facilitation skills.	<b>Try to support</b> tutors' growth, but do so inconsistently & <b>without systems &amp; structures in place.</b>	<b>Do not</b> provide ongoing support & training for tutors.
<b>Tutor attendance</b> <i>(Provider actions)</i>	<b>Systems are in place to replace absent tutors with trained personnel</b> in the case of absences so that sessions are always held <b>more than 80%</b> . There is a system for consistent communication between the tutoring provider and school about	Tutors are present & on time for sessions <b>at least 80% of the time</b> , and <b>communicate absences/lateness in a timely manner</b> with school.	Tutors are present for sessions <b>at least 80% of the time</b> , but may not communicate absences or latenesses effectively with school.	Tutors are present <b>less than 80% of the time</b> and school is <b>not informed</b> of absences or lateness.

	tutor attendance.			
<b>Tutor preparation/ lesson focus</b> (Tutor actions)	Tutors come prepared with a specific topic/skill that they are able to effectively introduce and model for students using clear & accessible language. <b>Topics are chosen through ongoing communication</b> with school staff about student needs.	Tutors <b>come prepared with a specific topic/skill</b> that they are able to <b>effectively introduce and model</b> for students using <b>clear &amp; accessible language</b> .	Tutors come prepared with a specific topic/skill, but <b>may not take time to introduce it or model it for students</b> .  Introduction/model is <b>confusing and ineffective</b> .	Tutors are <b>not prepared with specific topics</b> to work on with students.  Skills/topics <b>do not match student needs/curriculum</b> .  Tutors <b>do not prepare or review materials</b> ahead of the sessions.
<b>Tutor pace/ Scaffolding</b> (Tutor actions)	Tutors take time to:  - Gauge student awareness & skill level <b>with planned pre-assessment activities</b> - Move at a pace that fosters student engagement and gives <b>all students plenty of time</b> for practice - Address misconceptions as they come up & <b>check for understanding before moving on</b>	Tutors take time to:  - <b>Gauge student awareness &amp; skill level</b> - <b>Move at an appropriate pace</b> that gives most students enough time for practice - <b>Address misconceptions</b> as they come up	Tutors may <b>rush through</b> gauging student awareness/skill level.  Pacing is <b>too fast</b> and may result in <b>some students' misconceptions not being addressed</b> .  OR Pacing is <b>too slow</b> and may result in <b>some students being disengaged</b> from practice.	Tutors jump right into instruction or practice <b>without taking time to gauge student awareness/skill level</b> .  Tutors <b>do not attempt to clarify misconceptions</b> that students have about the topic.  <b>Most students are disengaged</b> 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)
<b>HIT Implementation Team</b>	Have a strong implementation team that <b>fully owns &amp; proactively addresses all HIT program needs</b> . Roles within the team are clearly defined & team members have <b>systems in place to observe programming &amp; intervene as needed</b> .	Have an <b>implementation team (i.e. at least 3 members) dedicated to the HIT program</b> . Roles are clearly defined and staff are <b>able to address the majority of program needs</b> .	Have <b>at least 2 school staff</b> assigned to the implementation team. <b>Team may face challenges with defining roles and taking care of all HIT program needs</b> .	<b>One staff member</b> is responsible for all needs of the program, and is <b>unable to effectively manage programming</b> .
<b>Documentation</b>	<p><b>Have documentation for:</b></p> <ul style="list-style-type: none"> <li>- Scheduling</li> <li>- Attendance tracking</li> <li>- Progress monitoring/data sharing</li> </ul> <p>Documents are <b>clear and updated, and real-time data is regularly &amp; easily accessible</b> to all stakeholders.</p>	<p><b>Have documentation for:</b></p> <ul style="list-style-type: none"> <li>- Scheduling</li> <li>- Attendance tracking</li> <li>- Progress monitoring/data sharing</li> </ul> <p>Documents are shared at regular intervals, but real-time data is not available to all stakeholders.</p>	<p>Have a consistent schedule &amp; systems for tracking attendance.</p> <p><b>Documents may be out of date and/or not shared effectively with stakeholders.</b></p>	<b>Do not have</b> a consistent schedule or system for tracking attendance and student progress.
<b>Communication</b>	<p>Communication systems in place are able to effectively:</p> <ul style="list-style-type: none"> <li>- <b>Anticipate and proactively plan for challenges</b></li> <li>- <b>Handle internal problems</b></li> <li>- <b>Foster high quality programming</b></li> <li>- <b>Support student growth</b></li> </ul>	<p>Have <b>systems in place</b> (regular meetings &amp; emails/phone calls) to <b>ensure regular &amp; open communication</b> among all stakeholders in the HIT program (tutors, provider, school staff, teachers, etc.) regarding programming &amp; student academic progress.</p>	<p>Have <b>open lines of communication</b> between school staff &amp; provider staff. Communication may not be scheduled regularly &amp; is mostly reactive as problems arise.</p>	Communication amongst stakeholders is inconsistent and/or <b>strained &amp; ineffective</b> .
<b>Resources</b>	Tutors have access to their own <b>consistent private space</b> with <b>all of the resources they need</b> to create an effective learning environment for students. <b>Student transitions are smooth &amp; timely</b> .	Tutors have access to a private space & most of the materials & resources they need. <b>Transitions may need occasional support from school-based HIT team</b> .	Tutors have their own space and resources to work with - <b>space may not be private or consistent</b> from class to class, and resources may not fully address student needs. <b>Inefficient transitions</b> may take	Tutors <b>do not have a designated space &amp; resources</b> to work with. <b>Students are frequently absent</b> from sessions due to transition issues.

			minutes away from instructional time.	
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