High-Impact Tutoring Community of Practice

Please rename yourself to include your organization and/or district.

Icebreaker: You can only eat one food again for the rest of your life. What is it?

April 17th, 2024

Agenda

I. **Welcome + Framing (10 min)**
   o ExpandED/NYCPS Introductions
   o Community Agreements

II. **Initiative Updates (10 min)**

III. **PM Case Studies (35 mins)**

IV. **Group Activity (25 mins)**

   o Optimizing internal relationships

V. **Closing (10 min)**
   o Feedback survey

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Introductions

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Close the learning gap. Open the world.

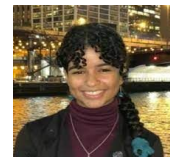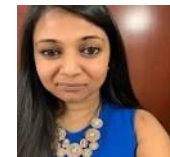**Saskia Traill,** PhD
CEO & President

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Chief Program Officer

Melanie Gardner-Ojefua
VP, High-Impact Tutoring

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Sameer Talati
Strategic Partnerships

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Strategic Partnerships

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Strategic Partnerships

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Community Agreements

✓ Stay engaged

🚫 Expect and accept a lack of closure

Speak your Truth

Bring your identity

Bring a willingness to learn and unlearn

Adapted from Glenn E. Singleton & Curtis Linton, Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools. 2006. pp.58-65. Thousand Oaks, CA: Corwin.

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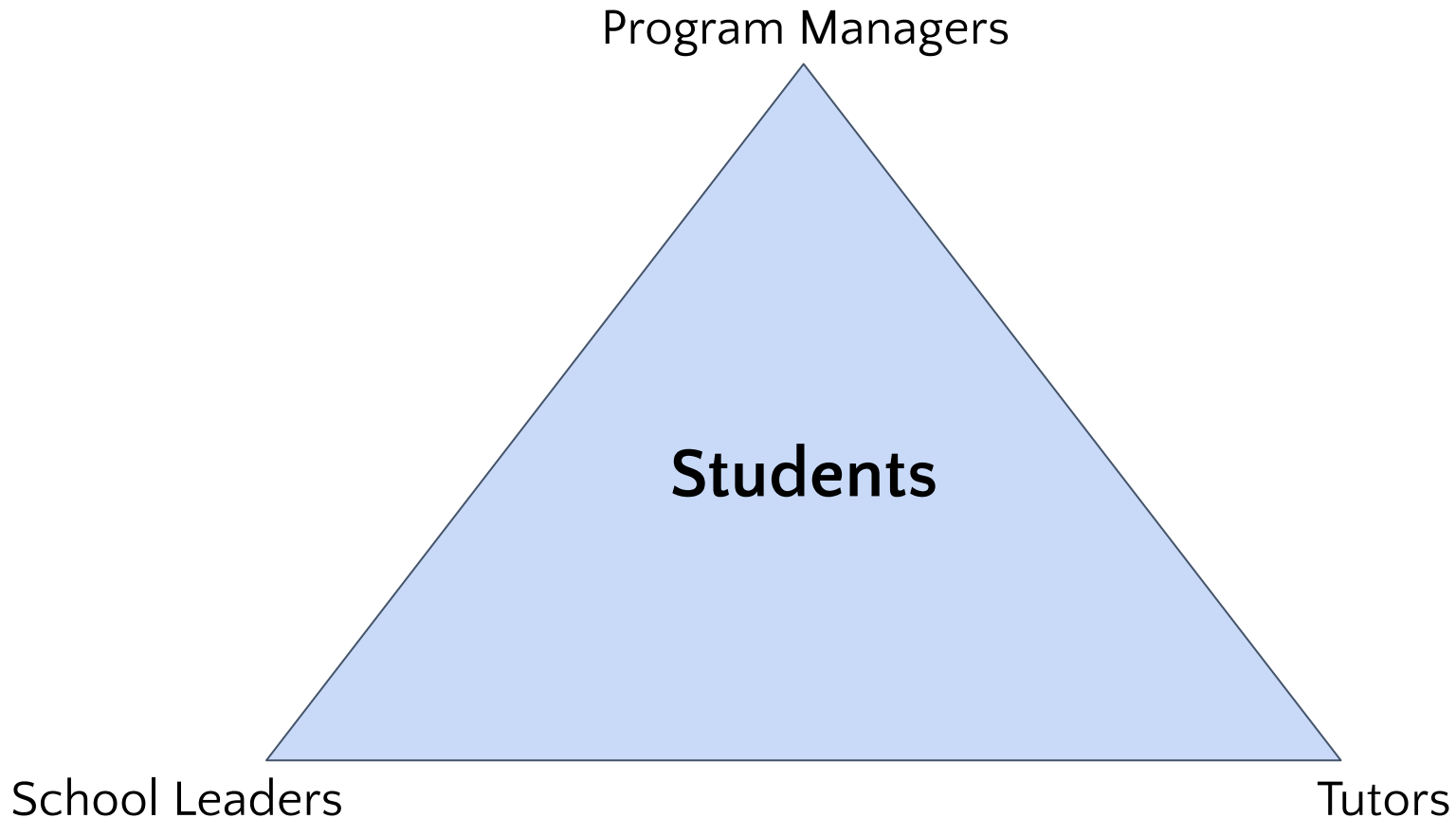
Initiative Updates

- **Implementation**
  - Cycle 2 of High-Impact Tutoring Launched

- **Educator Career Development**
  - Educator Career Development Hub Live
    - Career Coaching
    - Professional Development Sessions
      - April 15th: *Funding Your Future*
      - May 10th: *How to Apply to Post-Secondary Programs*
      - May 14th:
        - *Educator Careers Networking*
        - *Pathways to Teacher Certification*
  - Landscape Analysis Dissemination
    - May 7th : *Inclusive Educator Pathways*
    - May 21st: *Tutor-to-Teacher Pipeline*

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Who Makes HIT Happen?

Program Managers

Students

School Leaders

Tutors

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Role of a HIT Program Manager

PMs help schools **build capacity** to run effective HIT programs.
- Support existing school HIT team members with **logistics** – scheduling, attendance, communication, etc.
- Conduct **observations** & provide ongoing **feedback**/guidance
- **Intervene** as needed to effect necessary changes (staffing, scheduling, curriculum, tutor preparation, New Visions)

PMs **identify best HIT practices** and share between schools:
- Make **tutoring provider** recommendations based on need
- Provide tools for **attendance & data sharing**
- Give concrete examples of different tutoring models

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Examples of PM Interventions

- Support with **New Visions portal** to ensure accurate & ongoing data collection
- Ongoing review of **student rosters** based on NV data
- Support with **scheduling**:
  - Ensure **program fidelity** (3x/week frequency)
  - **Add coplanning periods** & regular meeting times for HIT team
  - **Adjust model** as needed (after school to school day shift)
- Identifying best practices for mid-cycle **progress monitoring**
- **Ensuring tutor quality & effectiveness** in hired provider staff
- Setting up systems for effective **curriculum preparation** & sharing
- **Facilitating communication** between providers & schools as needed

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D10 Case Study - Year 1 of HIT

Year 1 –

- Ran a **pull out model** with provider curriculum
- Struggled with **tutor & student attendance consistency, tutor quality, curricular alignment,** and **school integration**/support from teachers.

PM Support/Interventions during Year 1:

- Worked with school to implement **attendance incentive system**
- Ongoing feedback around **curricular alignment** & **communication**
- Observations & feedback to improve **tutor quality**

PM Support/Interventions end of Year 1:

- Switch to **push–in model** to improve attendance & integration
- Advised **pairing tutors with a teacher & grade** to improve integration & collaboration/support for tutors

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D10 Case Study - Year 2 of HIT

Year 2 –

- **Push-in model** with **a new provider** & **classroom curriculum**
- Remaining challenges with tutor attendance consistency & collaboration/communication between school & tutors
- Scheduling difficulties resulted in each tutor working with 2–3 teachers instead of being paired with only 1.

PM Support/Interventions during Year 2:

- **Clarify expectations** for both tutors & teachers around materials sharing & preparation of small group instruction
- **Support communication** between provider & school around staffing & consistency
- **Support with expanding HIT team** to redistribute responsibility for New Visions attendance tracking

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D10 Case Study - Improvements

Programmatic Improvements – as of last site visit (2 out of 3)

- **Teachers have shifted their view of tutors** from not wanting to send students to sessions (Y1) to including them in their classroom communities & praising the support they provide students (Y2).
- Tutors have shifted from teaching skills that **did not directly align** with classroom curriculum (Y1) to **supporting directly with classroom curriculum** & re-teaching skills as needed (Y2).
- **Student attendance** has improved due to the model shift.
- Instead of HIT lead (AP) being responsible for New Visions input (Y1), attendance tracking is now done by tutors & secretary (Y2).
- **School & provider now communicate** without support from PM.

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D32 Case Study - "Night & Day"

Year 1:

- Serving **K–2 ELA** & **6–8 Math** for **virtual** programming
- 2 external vendors
    - 1 HIT Lead (however, Principal was involved)
- For K–2 ELA: Virtual tutors, set in the library for a pull–out model, one teacher in the space who assisted students with logging on and supervised tutoring.
    - School was very satisfied with the vendor and felt that the lessons were high–quality.
- For 6–8 Math: Virtual tutors, set in classrooms for a push–in model and the **onus was placed on students to retrieve technology and login independently during classes**. This resulted in a lack of buy–in from students and teachers. Student attendance and engagement was low.

D32 Case Study - "Night & Day"

EOY Meeting → Year 2:

- *During our EOY meeting, PM and school-team discussed what worked specifically and what had room to improve in the second year.*

Highlights:

- Quality program and tutors from vendor 1 (K–2 ELA program).
- Library provided ample space for students to spread out and still sit in pods.
- 1 teacher volunteered to supervise the K–2 program and assisted with set up, login, supervision, and clean up.
- HIT lead consistently checked in on the 6–8 math program to ensure the sessions were taking place.
- Proactive school team – observed the kinks in the program and came to the meeting with their non–negotiables and school/student needs, **ready for** proposals and guidance.

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D32 Case Study - "Night & Day"

EOY Meeting → Year 2:

- *During our EOY meeting, PM and school-team discussed what worked specifically and what had room to improve in the second year.*

Areas of Opportunity:

- No designated space for 6-8 students like K-2 students.
- Students retrieved technology during other content class time and independently log-in.
- Low student engagement led to low student attendance with the middle-school group. Low buy-in.
- Tutors from vendor 2 (6-8 math program) were lacking professionalism (informal dress-code & laid-back attitude) which did not boost student morale.
- Capacity and structure differed between programs.

D32 Case Study - "Night & Day"

Year 2:

- Serving **K-2 ELA** & **6-8 Math** for both **virtual** & **in-person programming**
- 2 external vendors
  - K-2 – **virtual** (same vendor from year 1)
  - 6-8 – **in-person** (new vendor)
  - **3** members on the school-based implementation team
  - *PM & HIT team had several pre-launch meetings*
- For K-2 ELA: **Several virtual tutors**, **pull-out into two designated classrooms** (8 students max) with 1 teacher in each room to assist students with logging on and to supervise. *K-2 Program launched and progressed smoothly.*
- For 6-8 Math: **1 in-person tutor**, a **mix of push-in & pull-out**.
  - This program saw a timely launch, but kinks arose. School-team noted that the **communication with vendor was lacking**, **tutor's communication to HIT lead was unprofessional**, and **school-team was not impressed with the quality of instruction and curriculum.**
  - During the 1st site visit, PM noticed all of the above and noted that students were not engaged, visibly confused, and did not feel comfortable to ask for clarification.

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D32 Case Study - "Night & Day"

PM Intervention:

- PM met with the 6-8 vendor and relayed the school's challenges. This resulted in a solution of deploying a new tutor and pulling the current tutor out of the school.
  - PM relayed this status update to the school and program was put on hold for one month.
  - PM would continue to reach out to vendor to receive status updates and send updates to school.
- Once new tutor arrived, school-team was nervous that this tutor would be similar to the other tutor. ***This opened up space for PM to reframe the team's mindset toward this fear and move forward in a positive and hopeful direction.***
  - *PM also shared successes from other schools with similar models and their best practices.*

Fast forward 1 month to the next site visit...

- School team is excited to share how the **new tutor is a better fit for the school**, the **steps they took to integrate the tutor into the school community**, and how **students and teachers really like the tutor**! Complete 180 or "night and day!" as the principal expressed.

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# D32 Case Study: "Night & Day"

Where are we now?

- School has seen **increased student engagement** in **both programs** due to **tutor(s)'s reliability**, **consistent attendance**, and **positive attitude and interactive instruction**.
  - *Student attendance has remained above an 80% attendance rate.*
  - HIT school leads have weekly planning meetings with vendor 2's tutor and monthly check–ins with vendor 1.

HIT leads communicated that they **feel the strength of the provider–school partnership** and **success of their programs** can be attributed to **open communication** between the **PM, provider**, and **school.**

- **PM personally uses the [Relationship Based in Trust](#) rubric as a baseline and believes that the ultimate success of programs will be directly correlated to strong relationships, which will be felt (and appreciated) by the entire school community.**

Group Activity

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Tutoring Providers

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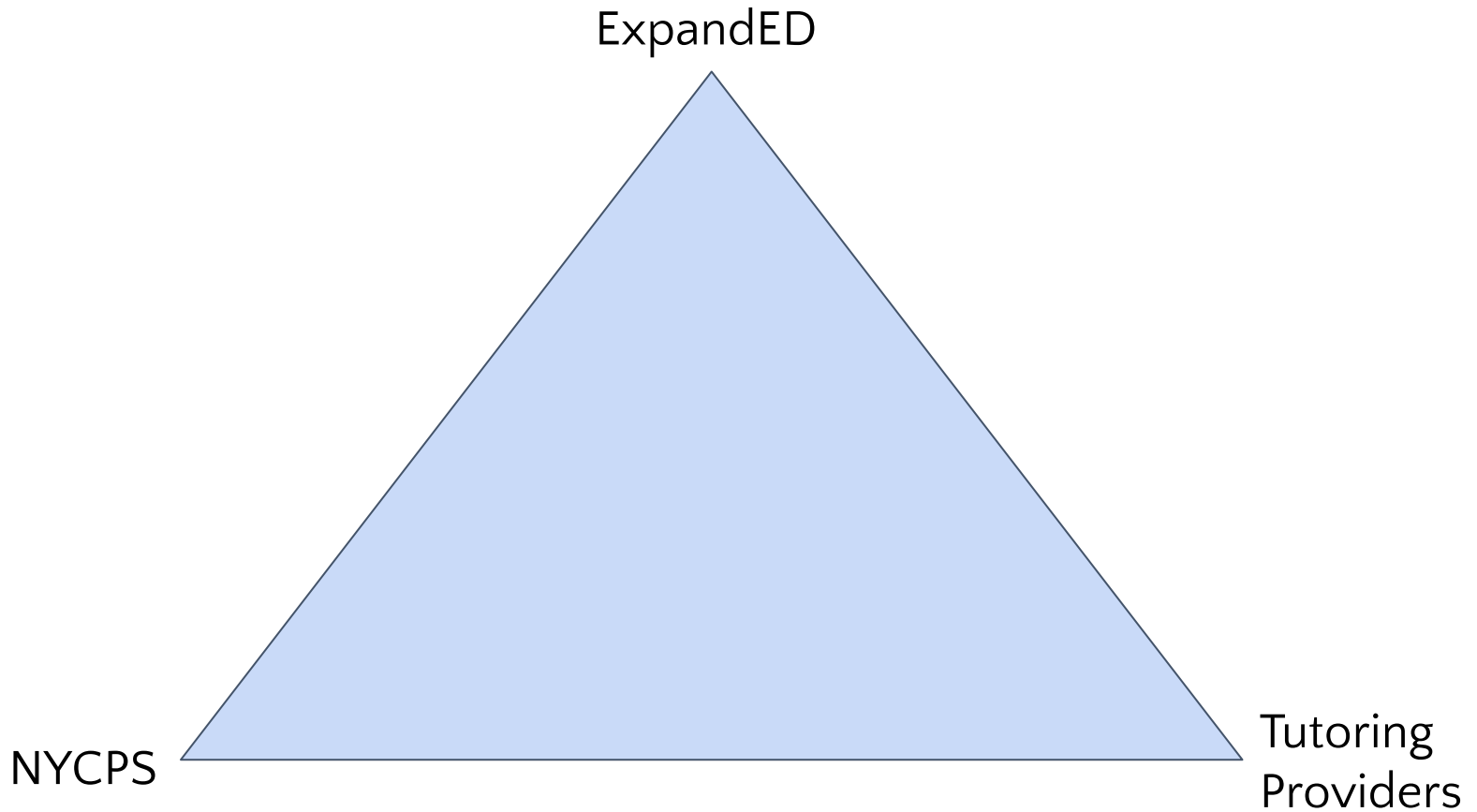
Breakout Room Activity

- **Breakout Room Discussion**
  - Using what you learned from the Program Manager case studies, reflect on the following question:
    - *What systems need to be in place to ensure a productive relationship between PMs, Providers, and School Leaders?*
  - Use sticky notes to fill out the diagram on the [Jamboard](#).
    - What are the roles of a PM, tutoring provider, and school leader in implementing HIT
    - How can we incorporate what we've learned from Years 1 and 2 of implementation to inform Year 3 planning?

- **Whole Group Share-Out**
  - Group spokesperson shares
  - Use post-it notes to make comments, ask questions, show resonance, etc.

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Policy Working Group Updates

Next Policy Working Group: Wednesday May 1st 12:00pm – 1:00pm
- Topic: New York State FY25 State Budget Overview
  - Class Size Mandate

About the Policy Working Group
- Meets monthly for one hour outside of the CoP
- Anyone can join with or without policy experience
  - We may ask group members to commit a moderate amount of work (i.e. research, proposal drafts etc.) outside of the monthly meeting

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Feedback Survey

- **Follow-Up Survey:**
  - Feedback Survey

- **Important Dates:**
  - Next Policy Working Group: Wednesday, May 1st 12:00pm – 1:00pm

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