



HIGH-IMPACT TUTORING EVALUATION TOOL OVERVIEW

WHAT IS THIS TOOL?

In partnership with the Office of the State Superintendent for Education (OSSE), CityTutor DC has developed this High-Impact Tutoring Evaluation Tool to support implementation and improvement of high-impact tutoring (HIT) programs in Washington, DC. This tool is aligned to the following standards drawn from national research on HIT:

- Relationships Based in Trust
- Focused on Tutor Effectiveness
- Supported by a High-Quality Curriculum
- Occurring Frequently
- Organized in Small Groups
- Data Driven
- Collaborative with Schools

HOW SHOULD I USE THE DIFFERENT PARTS OF THIS TOOL?

The purpose of this tool is to support the continuous and ongoing improvement of HIT programs. HIT implementation garners better results by increasing tutor effectiveness and by continuously assessing and tweaking program design. With that in mind, this tool has three core components:

- **HIT Observation Tool (1a):** This tool focuses on observable tutor actions that are aligned to the HIT standards. This tool is intended to be used by program leaders to conduct session observations on site and deliver targeted feedback and support for tutors in order to improve tutor practice.
- **HIT Interview Tool (1b):** This tool focuses on standards-aligned probing questions for the program team in order to gain insight into program design and key programmatic elements that should be in place from the beginning to ensure program success. These interview questions can be used internally or externally.
- **HIT Scoring Tool (1c):** This component is designed to aggregate tutors actions and program indicators from 1a and 1b to give a snapshot of a HIT program's performance against the HIT standards. This scoring intends to give program leaders specific, actionable areas of improvement to deepen HIT impact.

MY SCHOOL/SITE IS DESIGNING OUR HIT PROGRAM, HOW CAN I USE THIS TOOL BEFORE LAUNCH?

If you are still designing your program, we suggest using the HIT Interview Tool (1b) as a self-assessment before you launch your program. The program indicators in the HIT Interview Tool will be helpful in making sure your program is aligned to national research and the HIT standards mentioned above.

WHO SHOULD USE THIS TOOL?

While these tools can be useful to many stakeholders, the intended audience of these tools are school and program leaders in Washington, DC who want to improve the quality and impact of their HIT programs. This tool is best for users that are able to enact improvement by making programmatic changes and delivering actionable feedback, but sharing the HIT Observation Tool (1a) with tutors can also be a helpful and transparent way to collaborate and set goals.

HOW OFTEN SHOULD I USE THIS TOOL?

This tool is intended to improve HIT outcomes over time. We recommend frequent observations and feedback paired with regular stepbacks to assess program design. Additionally, CityTutor recommends that school/site leaders use this tool to set and track improvement goals for individual tutors along with longer term programmatic goals.

1a. HIGH-IMPACT TUTORING OBSERVATION TOOL

This **OBSERVATION TOOL** is intended to be used to capture specific tutor actions during a session observation. Program leaders should have regular pathways to provide ongoing feedback and support for improving tutor practice.

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



Tutor Actions:

- Tutor builds rapport with students.
- Tutor has clear routines and systems aimed at building relationships (opening/greeting, incentive system, individualized check-ins).
- Tutor builds a joy of learning (conversational, prompting progress over perfection, praising effort).
- Tutor's tone is respectful/empathetic/encouraging.

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



Tutor Actions:

- Tutor explains the content clearly.
- Tutor explains the content correctly.
- Tutor identifies and addresses potential student misconceptions or confusions.
- Tutor effectively employs **at least 2** different facilitation strategies (e.g. asking guiding questions, using repetition, prompting students with questions).

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



Tutor Actions:

- Tutor is using a lesson plan and program materials as intended with a clear objective.
- Tutor gives students the opportunity to practice skills independently (balance of tutor talking/writing/modeling and student talking/writing/modeling).
- Tutor gives feedback that is appropriate and aligned to curricular resources.

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



Tutor Actions:

- Tutor starts and ends the session on time.
- Tutor keeps track of student attendance.
- Tutor has a group size that does not exceed four students, or the prescribed group size.

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



Tutor Actions:

- Tutor has a reserved and designated space in the school building or equivalent space.
- Tutor has access to school-based resources needed for sessions (e.g. technology, internet, manipulatives, text, books or choice of readings, etc.)
- Tutor connects daily skill back to previous learning (from prior tutoring session or from class).

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



Tutor Actions:

- Tutor uses multiple checks for understanding throughout the lesson and adjusts pacing when necessary.
- Tutor has a clear system for collecting student-level data and capturing session notes (Eg. CityTutor DC app, anecdotal notes).

1b. HIGH-IMPACT TUTORING INTERVIEW TOOL

This **INTERVIEW TOOL** is intended to be used to interview members of the program team in order to gain insight into program design and support over a longer term.

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



Interview Questions:

1. How does your program support tutors with specific skills to help them build relationships with the students they're working with?
2. How do you support tutors in getting better? What specific skills does your program give feedback on? How do you evaluate tutor effectiveness?

Tutoring Program Indicators:

- 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.

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



Interview Questions:

1. How does your program support tutors with specific skills to help them build content knowledge?
2. How does your program support tutors with specific skills to help them effectively facilitate tutoring sessions?
3. How do you support tutors in getting better? What specific skills does your program give feedback on? How do you evaluate tutor effectiveness?

Tutoring Program Indicators:

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

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



Interview Questions:

1. How do tutors know what to teach on any given day?
2. How is your curriculum aligned to and grounded in the state standards?
3. How do your curricular materials align to research-based practices to support student learning?

Tutoring 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.

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



Interview Questions:

1. If not accessible or already shared, ask to see the tutoring schedule.
2. If not accessible or already shared, ask to see attendance data to date from tutoring sessions.

Tutoring 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 **tutor attendance** rate of **80%** or higher.
- Program has a systematic way to communicate attendance with school and/or families.

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



Interview Questions:

1. How do program staff, or tutors, adjust content to make sure it compliments, reinforces, or supplements what students are doing in class?
2. What are some ways program staff and school-based staff have worked together to achieve HIT and accelerate student learning?

Tutoring Program Indicators:

- Program staff and school-based staff have ongoing communication (e.g. using the CityTutor app, email check-ins, populating a report for the teacher, anecdotes or survey results from teachers).
- Program staff and school-based staff have established systems to ensure tutors know where/how rostered students should be picked up/dropped off.

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



Interview Questions:




1. How do tutors collect and analyze student-level data? How does that data inform their practice?
2. How do you determine which students are best suited for HIT? How does your program ensure that students are grouped most effectively?
3. How do you determine whether your program is having the intended impact in accelerating student learning?

Tutoring 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).

1c. HIGH-IMPACT TUTORING SCORING RUBRIC


This scoring rubric compiles actions and indicators from the HIT Observation Tool (1a) and the HIT Interview Tool (1b).

Relationships Based in Trust - Evidence of caring adults, trained for relationship-building.					
 <p>Score: _____</p>	<p>Program Indicators (from INTERVIEW TOOL) :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program has specific training to support tutors with relationship-building skills. <input type="checkbox"/> Program has systems to ensure consistent tutor attendance and that students are paired with the same tutor from session-to-session. <input type="checkbox"/> Program has systems for feedback and/or evaluation tools that include indicators for relationship-building. <p>Tutor Actions (from OBSERVATION TOOL):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutor builds rapport with students. <input type="checkbox"/> Tutor has clear routines and systems aimed at building relationships (opening/greeting, incentive system, individualized check-ins). <input type="checkbox"/> Tutor builds a joy of learning (conversational, prompting progress over perfection, praising effort). <input type="checkbox"/> Tutor's tone is respectful/empathetic/encouraging. 				
	<p>Lacking (0) <i>0-1 indicators selected above.</i></p>	<p>Attempting (1) <i>2-3 indicators selected above.</i></p>	<p>Foundational (2) <i>4 indicators selected above.</i></p>	<p>Proficient (3) <i>5 indicators selected above.</i></p>	<p>Exemplary (4) <i>6+ indicators selected above.</i></p>
Focused on Tutor Effectiveness - Evidence of deep content knowledge and dynamic learning facilitation skills.					
 <p>Score: _____</p>	<p>Program Indicators (from INTERVIEW TOOL) :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program has materials, trainings, or systems that support tutors with building content knowledge. <input type="checkbox"/> Program has materials, trainings, or systems that support tutors with building effective facilitation skills. <p>Tutor Actions (from OBSERVATION TOOL):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutor explains content clearly. <input type="checkbox"/> Tutor explains content correctly. <input type="checkbox"/> Tutor identifies and addresses potential student misconceptions or confusions. <input type="checkbox"/> Tutor effectively employs at least 2 different facilitation strategies (e.g. asking guiding questions, using repetition, prompting student with questions). 				
	<p>Lacking (0) <i>0-1 indicators selected above.</i></p>	<p>Attempting (1) <i>2 indicators selected above.</i></p>	<p>Foundational (2) <i>3 indicators selected above.</i></p>	<p>Proficient (3) <i>4 indicators selected above.</i></p>	<p>Exemplary (4) <i>5+ indicators selected above.</i></p>
Supported by a High-Quality Curriculum - Evidence of standards-based, aligned curricular materials.					
 <p>Score: _____</p>	<p>Program Indicators (from INTERVIEW TOOL) :</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Curricular resources are aligned to standards and lessons have clear daily objectives. <input type="checkbox"/> When necessary, curricular resources are adapted or adjusted to ensure alignment between classroom learning and tutoring sessions. <p>Tutor Actions (from OBSERVATION TOOL):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutor is using a lesson plan and program materials as intended, with a clear objective. <input type="checkbox"/> Tutor gives students the opportunity to practice skills independently (balance of tutor talking/writing/modeling and student talking/writing/modeling). <input type="checkbox"/> Tutor gives feedback that is appropriate and aligned to curricular resources. 				
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Occurring Frequently, Appropriate Group Size - Evidence of high dosage and appropriate group size.

 <p>Score:</p> <hr/>	<p>Program Indicators (from INTERVIEW TOOL) :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutoring sessions are scheduled for at least a total of 90 minutes per week, schedule is posted and accessible. <input type="checkbox"/> Program has a student attendance rate of 80% or higher. <input type="checkbox"/> Program has a tutor attendance rate of 80% or higher. <input type="checkbox"/> Program has a systematic way to communicate attendance with school and/or families. <p>Tutor Actions (from OBSERVATION TOOL):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutor starts and ends the session on time. <input type="checkbox"/> Tutor keeps track of student attendance. <input type="checkbox"/> Tutor has a group size that does not exceed four students, or the prescribed group size. 				
	<p>Lacking (0) <i>0-1 indicators selected above.</i></p>	<p>Attempting (1) <i>2 indicators selected above.</i></p>	<p>Foundational (2) <i>3 indicators selected above.</i></p>	<p>Proficient (3) <i>4-5 indicators selected above.</i></p>	<p>Exemplary (4) <i>6+ indicators selected above.</i></p>

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

 <p>Score:</p> <hr/>	<p>Program Indicators (from INTERVIEW TOOL) :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program staff and school-based staff have ongoing communication (e.g. using the CityTutor app, email check-ins, populating a report for the teacher, anecdotes or survey results from teachers). <input type="checkbox"/> Program staff and school-based staff have established systems to ensure tutors know where/how rostered students should be picked up/dropped off. <p>Tutor Actions (from OBSERVATION TOOL):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutor has a reserved and designated space in the school building or equivalent space. <input type="checkbox"/> Tutor has access to school-based resources needed for sessions (e.g. technology, internet, manipulatives, text, books or choice of readings, etc.) <input type="checkbox"/> Tutor connects daily skill back to previous learning (from prior tutoring session or from class). 				
	<p>Lacking (0) <i>0-1 indicators selected above.</i></p>	<p>Attempting (1) <i>2 indicators selected above.</i></p>	<p>Foundational (2) <i>3 indicators selected above.</i></p>	<p>Proficient (3) <i>4 indicators selected above.</i></p>	<p>Exemplary (4) <i>5 indicators selected above.</i></p>

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

 <p>Score:</p> <hr/>	<p>Program Indicators (from INTERVIEW TOOL) :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program and school-based staff collaborate to determine students who are best suited to participate in HIT. <input type="checkbox"/> Program has systems to assess and track student mastery. <input type="checkbox"/> 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). <p>Tutor Actions (from OBSERVATION TOOL):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutor uses multiple checks for understanding throughout the lesson and adjusts pacing when necessary. <input type="checkbox"/> Tutor has a clear system for collecting student-level data and capturing session notes (Eg. CityTutor DC app, anecdotal notes). 				
	<p>Lacking (0) <i>0-1 indicators selected above.</i></p>	<p>Attempting (1) <i>2 indicators selected above.</i></p>	<p>Foundational (2) <i>3 indicators selected above.</i></p>	<p>Proficient (3) <i>4 indicators selected above.</i></p>	<p>Exemplary (4) <i>5 indicators selected above.</i></p>

Overall HIT Standards:

Total overall score should be calculated by adding up total score (0,1,2,3,4) from each HIT standard.

Total Overall Score: <hr/>	Lacking (<6) <i>Program needs intensive support with design and implementation to meet HIT standards.</i>	Attempting (6-9) <i>Program has begun to implement some indicators of HIT but needs more support with design and implementation.</i>	Foundational (10-14) <i>Program has strong foundations of HIT. Some structures and/or systems need support to reach full HIT standards.</i>	Proficient (15-19) <i>Program has strong evidence of meeting most HIT standards. There are a few structures/systems that need improvements.</i>	Exemplary (20+) <i>Program has exemplary evidence of meeting HIT standards.</i>
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