High-Impact Tutoring Implementation Design Framework With Linked Resources

High-Impact Tutoring (HIT) has emerged as a promising practice to address pandemic-related-unfinished learning. As schools nationwide seek to implement HIT, the abundance of information available may make launching and scaling this strategy daunting for educators. Leading a HIT Community of Practice throughout the 2021-2022 school year, TNTP developed the implementation framework below as a succinct model for schools to consider as they explore launching and scaling their own programs. As nomenclature can vary across references, this resource provides specific references to additional resources and information available to further explore these necessary concepts for the effective implementation and scaling of HIT programs. While each of the nine key elements below has a specific focus, content overlaps to ensure coherence when designing a HIT program. Notwithstanding, references noted within each domain are not duplicated. For example, while the Community Engagement and Sustainability domain includes the tutor pipeline development, references for the tutor pipeline are solely included in the Tutor Pipeline Development domain. Thus, linking references to the larger domain concept facilitates searching for information to further explore any of the domains noted within the implementation framework.

Vision & Goal Setting	Student Needs & Opportunities	Community Engagement & Sustainability
School systems define the short- and long-term goals of high dosage tutoring and how it aligns with their broader vision and strategic plan. Critical for this component is thinking through how high-impact tutoring fits into a coherent vision for the student experience. -Toolkit for Tutoring Programs, pages 15-20, 145-146 -High-Impact Tutoring: District Playbook, pages 20-22, 26-28, 80-82, 86-88 -High-Impact Tutoring: District Playbook Workbook, pages 10-11, 29 -Chiefs for Change District Guidebook, pages 9-11	School systems establish criteria to determine which students will get access to high-impact tutoring. These decisions are then used to inform other decisions, such as the composition of the tutor pipeline. This component also includes thinking through how programs will scale to reach more students over time. -Toolkit for Tutoring Programs, pages 6-8, 10 -High-Impact Tutoring: District Playbook, pages 57-58, 103-105, 113-116 -High-Impact Tutoring: District Playbook Workbook, pages 7, 35-36 -Chiefs for Change District Guidebook, pages 9-11, 25, 63, 65	In this component, school systems inventory and assess community resources—including tutor pipeline development opportunities—and perceptions of tutoring. This component also involves ongoing work to engage communities in the future of high-impact tutoring initiatives and how school system resources are used to sustain them. -Toolkit for Tutoring Programs, pages 140-177 -High-Impact Tutoring: District Playbook, pages 56-61 -High-Impact Tutoring: District Playbook Workbook, pages 16-17 -Chiefs for Change District Guidebook, pages 23-24, 43-56

TNTP

Model Design	Content & Instruction	Tutor Pipeline Development
School system articulate the tutoring model they will use, modeled from the research on high-dosage tutoring. This component involves not only making these decisions but also supporting stakeholders in their efforts to adhere to them. -Toolkit for Tutoring Programs, pages 6, 26-48, 101-120, 146 -High-Impact Tutoring: District Playbook, pages 84-88, 106-112 -High-Impact Tutoring: District Playbook Workbook, pages 27-28 -Chiefs for Change District Guidebook, pages 17-18, 29-33 https://www.edficiency.com/faqs	School systems decide what academic and social emotional content and instructional strategies will be used in high-impact tutoring sessions. - Toolkit for Tutoring Programs, pages 83-137 -High-Impact Tutoring: District Playbook, pages 23-25, 97-98 -High-Impact Tutoring: District Playbook Workbook, pages 9, 20-22 -Chiefs for Change District Guidebook, pages 19, 34, 40	Tutor pipeline development involves recruiting, onboarding, training and providing ongoing support for tutors. In the long-term, school systems also need to work towards maintain the right mix of tutors to meet their students' needs. - Toolkit for Tutoring Programs, pages 49-82 -High-Impact Tutoring: District Playbook, pages 89-99 -High-Impact Tutoring: District Playbook Workbook, pages 30-33 -Chiefs for Change District Guidebook, pages 20, 35-42, 71-74
Site Collaboration	**Central Team**	**Data & Continuous Improvement**
Whether tutoring takes place in school or at other community organizations, school systems must build a strong relationship with the site and prepare a site leader to successfully manage tutoring efforts and communicate with stakeholders. -High-Impact Tutoring: District Playbook Workbook, page 34	Managing an effective high-impact tutoring initiative is a team effort, and there are specific roles—such as data management, tutor development, and tutoring content—that need dedicated planning. School systems should define how necessary roles will be fulfilled and how the team will coordinate with broader district efforts. -High-Impact Tutoring: District Playbook, pages 38-42, 46-55 -High-Impact Tutoring: District Playbook Workbook, page 15 -Chiefs for Change District Guidebook, pages 24, 57-62, 64-70	School systems develop a plan for regular program improvement that involves assessing reach, satisfaction, and impact. This includes collecting and maintaining high-quality data on tutoring sessions and a process for how this data will inform decision making and program improvement. -Toolkit for Tutoring Programs, pages 43-48, 178-220 -High-Impact Tutoring: District Playbook, pages 43-45, 113-119 -High-Impact Tutoring: District Playbook Workbook, pages 12-14, 36 -Chiefs for Change District Guidebook, pages 21, 27

Terms of Use

These tools and resources are provided for informational or educational use only and are not intended as a service. Unless otherwise indicated, the resources provided on the Student Experience Toolkit are licensed under the Creative Commons Attribution Non-Commercial Share-Alike license and are subject to the copyright rules under that license.

Commercial use of the materials is not allowed without explicit written permission from TNTP, Inc. Unless otherwise noted, any distribution of materials posted on this website must credit TNTP, Inc. as follows:

> From The Student Experience Toolkit (2018) by TNTP, Inc., available at https://tntp.org/toolkit/student-experience-toolkit/

Permission to copy, use and distribute materials as described above shall not extend to information housed on the Student Experience Toolkit and credited to other sources, or information on websites to which this site links.

TNTP