



Leading for Impact: Leading High-Quality High-Dosage Tutoring

**MAY 26-28, 2026 | ERNEST N. MORIAL
CONVENTION CENTER | NEW ORLEANS, LA**



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Louisiana's Education Priorities

- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Math** instruction from foundational to advanced skills
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families

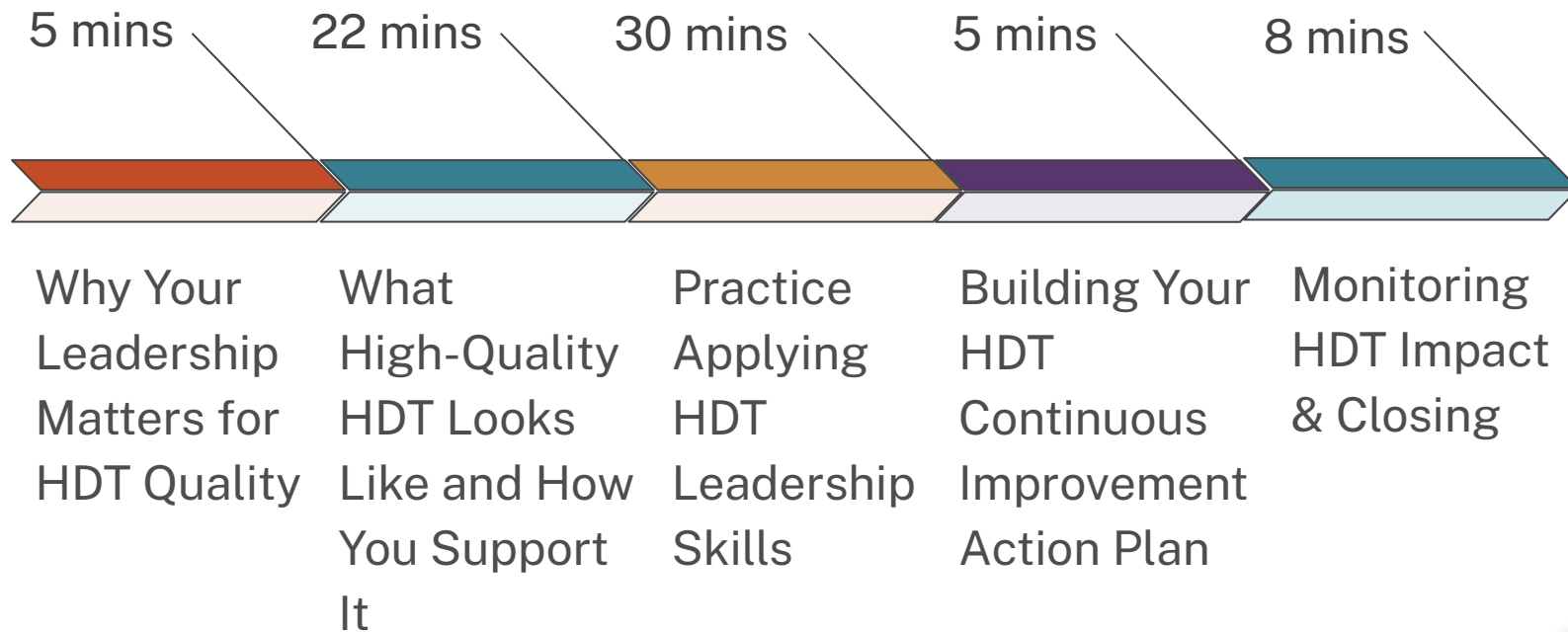
Session Objectives

By the end of this session, system and school leaders will be able to:

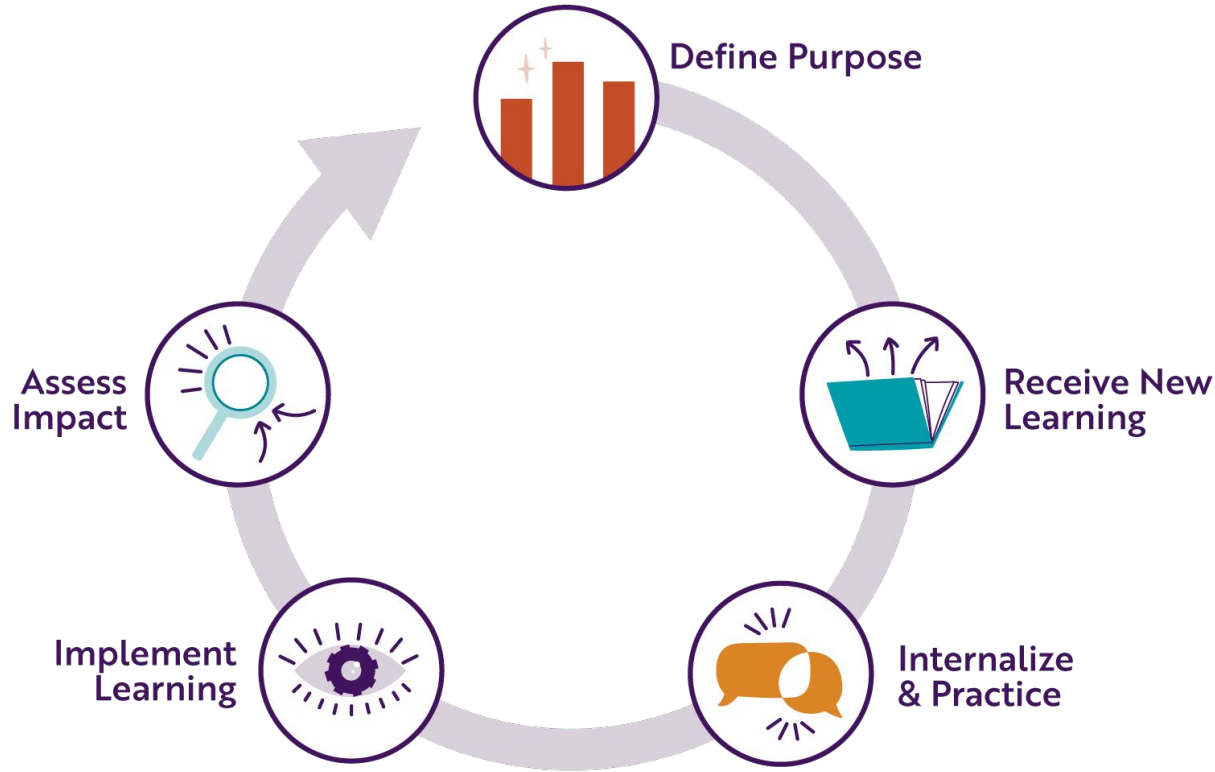
1. Identify the three key components of a high-quality High-Dosage Tutoring (HDT) program
2. Describe their role in leading high-quality HDT in their schools
3. Define concrete next steps for improving the quality of HDT in their schools



Agenda (70 minutes)



High-Quality Professional Learning Cycle



Define Purpose

Why Your Leadership Matters for HDT Quality



Accelerate: High-Dosage Tutoring



Primary Intent: Ensure students who are not yet proficient receive targeted, in-school support.

Act 771 (2024) Requirements for K–5:

- Embedded in the school day
- Delivered on frequent, consistent schedule
- Focused on accelerating progress toward grade-level literacy and math

When Leaders Lead HDT Well, Students Thrive

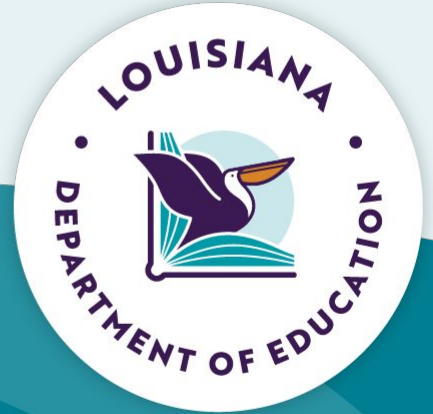


- HDT is a high-leverage tool to accelerate students who need the most support.
- The same leadership moves that strengthen Tier 1 instruction also strengthen HDT: data-driven instruction, HQIM, and trained educators.
- When leaders focus on HDT quality, they multiply the impact of tutors and teachers, especially for students who have been historically underserved.

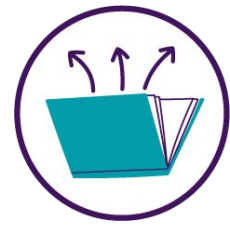


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What High-Quality HDT Looks Like and How You Support It



Three Key Components of Effective HDT



High-Quality
Curriculum
Materials &
Instructional
Practices



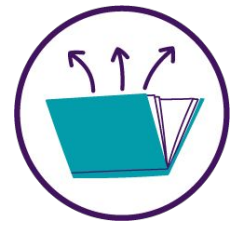
Data-Driven
Instruction &
Progress
Monitoring



Communication
& Collaboration
of HDT
Stakeholders

Assessing HDT Quality

The [High-Dosage Tutoring Quality Assessment checklist](#) is a key resource for school and system leaders to monitor the quality and implementation of high-dosage tutoring.



High-Dosage Tutoring Quality Assessment For School Leaders

Utilize this assessment tool to informally observe and assess the quality of High-Dosage Tutoring in alignment with R.S. 17:100.13.

Observation Date: _____

Reviewer Name: _____

School Name: _____

Subject, Grade Level: _____

Tutor Type (circle): Internal / External

If External, Name of Vendor: _____

Y=Yes; N=No; NE=Not Evident

HDT Quality Assessment for Literacy and Math

Descriptors	Y	N	NE
The lesson objective is based on student needs according to data.			
The tutor provides direct, explicit instruction aligned to the objective.			
Students have multiple opportunities to practice the skill or concept.			
Independent practice is incorporated; the tutor uses guiding questions if students struggle.			
The tutor provides academic feedback aligned with lesson objectives.			
The instructional materials used are high-quality.			
Formative assessments/checks for understanding are evident.			
Evidence of adjustments based on student progress is observed.			
Students are actively engaged in learning.			
Sessions occur during designated tutoring time without interruptions.			

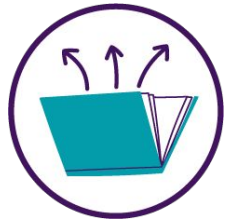
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Best Practices



High-Quality Curriculum Materials & Instructional Practices



1. The tutor provides direct, explicit instruction aligned to the objective.
2. Independent practice is incorporated; the tutor uses guiding questions if students struggle.
3. Students have multiple opportunities to practice the skill or concept.
4. The tutor provides academic feedback aligned with lesson objectives.
5. The instructional materials used are high-quality.
6. Students are actively engaged in learning.
7. Group sizes align with HDT recommendations (no more than 4:1).

Your Role as a Leader



High-Quality Curriculum Materials & Instructional Practices



System Leaders

- Define HDT instructional non-negotiables
- Vet and approve high-quality tutoring materials
- Provide training and implementation support

School Leaders

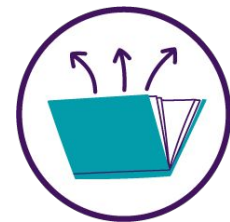
- Implement HDT with fidelity
- Monitor tutoring using the HDT Quality Assessment Tool
- Ensure data is being reviewed regularly through ILT and TC.
- Coach tutors using progress monitoring data tied to session content

All Leaders

- Celebrate effective tutoring practices
- Promote consistency across internal and external tutors



Data-Driven Instruction & Progress Monitoring



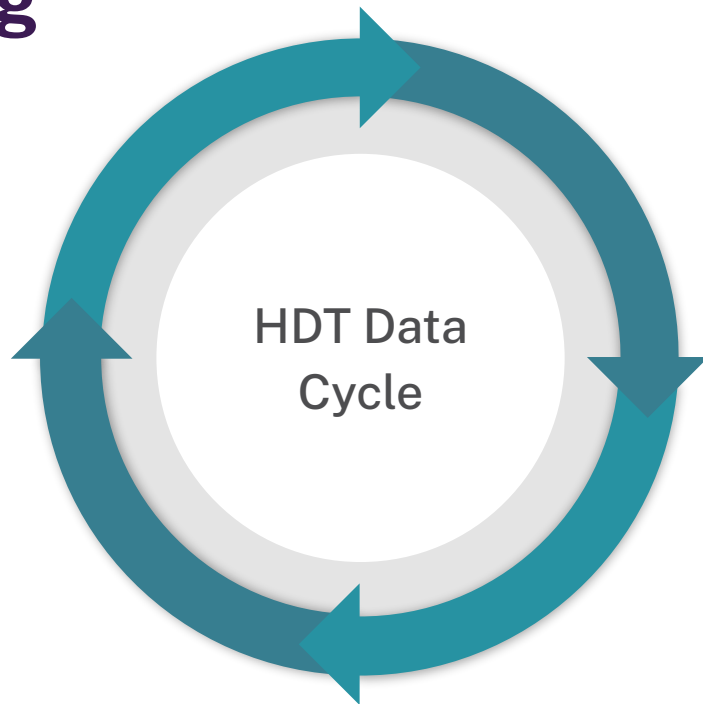
Diagnose

Plan

HDT Data
Cycle

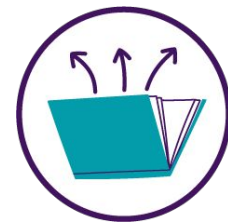
Deliver

Monitor



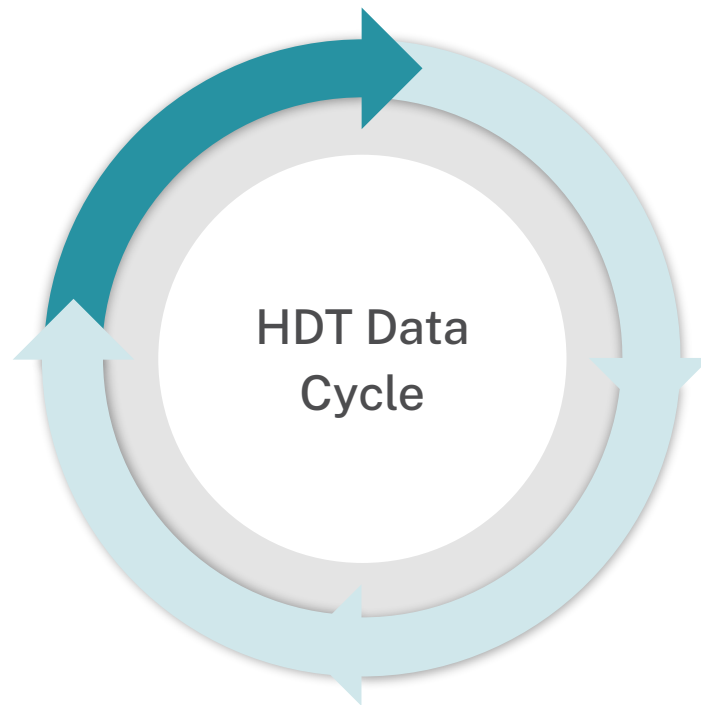


Data-Driven Instruction & Progress Monitoring



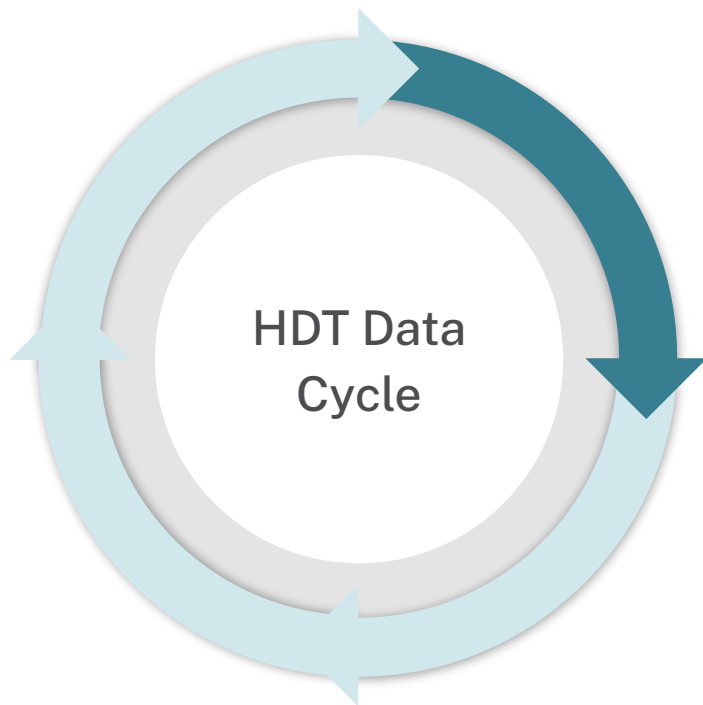
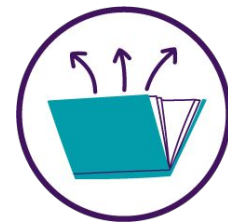
Diagnose

- Use diagnostics, screeners, and curriculum-embedded assessments to identify student skill gaps
- Group students by specific instructional needs





Data-Driven Instruction & Progress Monitoring

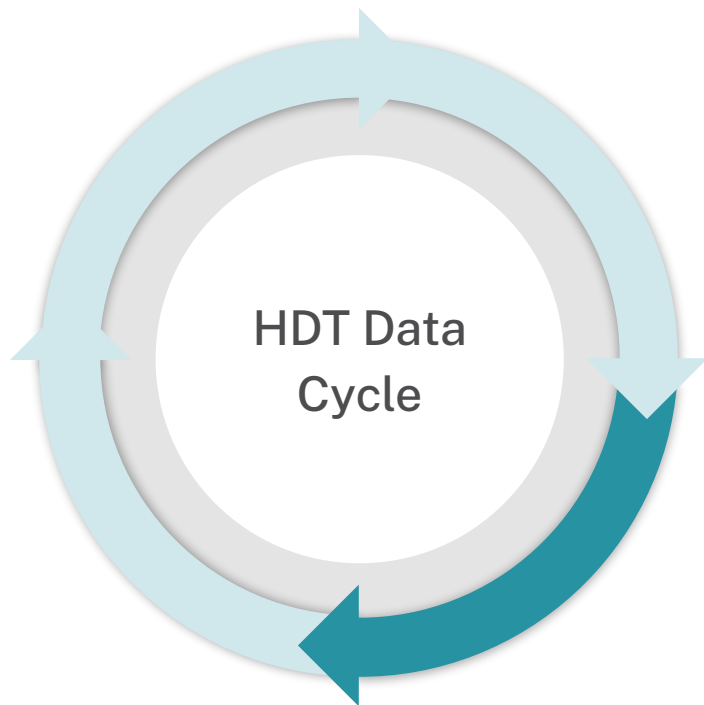
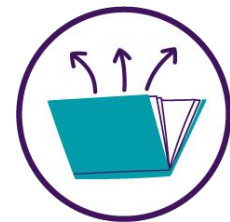


Plan

- Select adopted, high-quality materials that target identified needs while supporting grade-level access
- Set short-term, measurable goals to guide instruction and progress checks



Data-Driven Instruction & Progress Monitoring

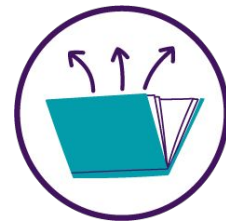


Deliver

- Provide explicit, targeted instruction based on students' demonstrated needs
- Use small-group or individualized supports aligned to identified needs and goals

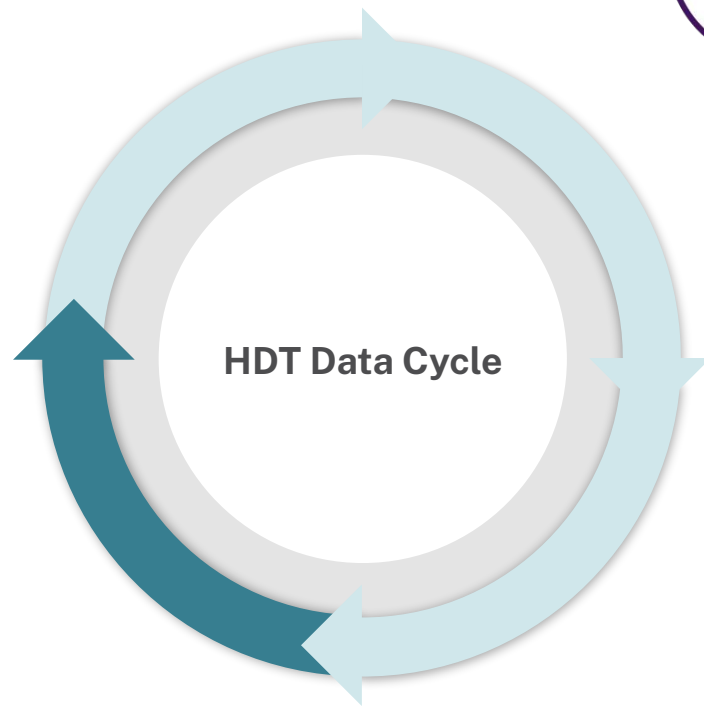


Data-Driven Instruction & Progress Monitoring



Monitor

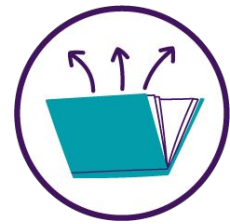
- Use formative assessment and progress monitoring data, aligned to the [LDOE Tiered Pathways for Literacy Support \(TPLS\)](#), to gauge student response to instruction
- Use data to adjust instruction, groupings, and level of support within a tiered system



Your Role as a Leader



Data-Driven Instruction & Progress Monitoring



System Leaders

- Set expectations for data use and review cycles
- Provide shared progress monitoring tools and guidance
- Build capacity for data-based decision-making

School Leaders

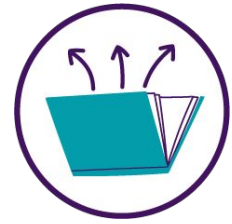
- Ensure accurate use of progress monitoring tools
- Ensure HDT data are reviewed on a regular cycle through ILT and TC
- Use data to adjust groupings and instructional supports

All Leaders

- Use data to monitor progress and adjust instruction
- Establish culture and routines for reviewing and acting on data



Communication & Collaboration with HDT Stakeholders

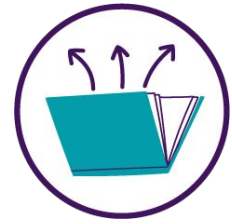


What does each stakeholder need to support high-quality HDT?

Tutors	Access to student data, focus skills, HQIM, lesson expectations, training and support
Classroom teacher	Information about which students receive HDT, the targeted skills being addressed, and how tutoring connects to Tier 1
School & System Leaders	Tools and routines to monitor HDT quality, review progress data, support tutor-teacher collaboration, and address implementation barriers quickly.



Communication & Collaboration with HDT Stakeholders



What does each stakeholder need to support high-quality HDT?

External
Providers

Shared expectations for instructional quality, materials alignment, data sharing, attendance tracking, and regular check-ins with system and school leaders.

Families

Clear communication about HDT goals, their child's targeted skills and progress, and how the Individual Academic Support Plan, or IASP, supports student growth.

Receive New Learning



Your Role as a Leader



Communication & Collaboration of HDT Stakeholders



System Leaders

- Set HDT roles, expectations, and communication norms
- Define coordination expectations with external providers
- Reinforce alignment across schools and partners

School Leaders

- Facilitate communication between tutors and teachers
- Lead check-ins focused on instructional alignment and progress
- Ensure tutors follow school-level HDT expectations

All Leaders

- Reinforce clear expectations for high-quality HDT
- Promote alignment across HDT stakeholders

Internalize & Practice

Practice Applying HDT Leadership Skills



Activity 1: Feedback Activity



Instructions

1. Watch the sample tutoring [video](#)
2. As you watch, take notes and rate the session using [HDT Quality Assessment Checklist](#) (*see next slide for priority descriptors to focus on*)
3. Discuss your ratings with a partner
4. With your partner, draft two feedback points for the tutor (one positive, one constructive)



*Please scan here to access the
HDT Quality Assessment
Checklist*

Activity 1: Feedback Activity



As you review, focus on the following descriptors:

2. Direct Instruction/Objective Alignment: The tutor provides direct, explicit instruction aligned to the objective.

3. Skills Practice: Students have multiple opportunities to practice the skill or concept.

4. Independent Practice: Independent practice is incorporated; the tutor uses guiding questions if students struggle

5. Academic Feedback: The tutor provides academic feedback aligned with lesson objectives.

7. Checks for Understanding: Formative assessments/checks for understanding are evident

9. Student Engagement: Students are actively engaged in learning.

12. Attendance & Progress Data: Tutor records attendance and student progress data

Activity 1: Tutoring Video



Activity 2: Data Application Task



Instructions:

Review the literacy progress monitoring data on the next slide and discuss with your partner:

1. How would you group these students for HDT?
2. What short-term goals would you set for each group?
3. What support would you want tutors to have in making these decisions?

Data Application Task: Context



YOUR MISSION

- You are supporting teachers to plan for 3rd grade HDT
- Propose small groups & instructional focus for the next 2 weeks



SKILL FOCUS

Decoding multisyllabic words (prefix/base/suffix) + accuracy in connected text



WCPM

Words
Correct Per
Minute



ACC %

Accuracy
Percentage



CFU

Check for
Understan
ding (/10)

Student	Wk 1 WCPM / Acc	CFU Wk 1	Wk 3 WCPM / Acc	CFU Wk 3	Wk 6 WCPM / Acc	CFU Wk 6	Observation Notes
Aaliyah	62 / 92%	6	66 / 93%	7	72 / 94%	8	Uses strategies; improving steadily
Brandon	48 / 86%	3	50 / 85%	3	49 / 84%	2	Guesses on longer words; inconsistent
Camila	70 / 95%	7	76 / 96%	8	82 / 96%	9	Strong accuracy; needs more automaticity
Jada	52 / 88%	4	53 / 87%	4	55 / 88%	3	Inconsistent decoding; regresses w/o support
Elias	58 / 89%	5	61 / 90%	6	67 / 91%	7	Applies chunking with prompting; growing
Nia	44 / 83%	2	46 / 84%	2	47 / 85%	3	Struggles with multisyllabic; heavy scaffolding

Data Application Task: Answer Key



Group 1: Fluency & Automaticity

Students: Aaliyah, Camila, Elias

Focus: Accurate but need increased rate and independence. Build fluency with complex words in connected text. Move toward independent strategy application.

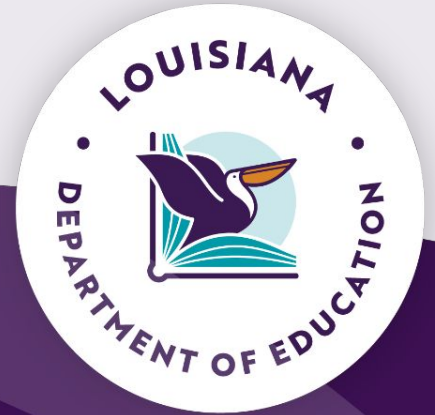
Group 2: Foundational Decoding

Students: Brandon, Jada, Nia

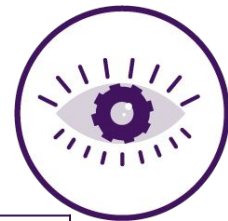
Focus: Inconsistent or weak decoding. Need explicit, scaffolded instruction in prefix/base/suffix, consistent routines, and corrective feedback.

Implement Learning

Building Your HDT Continuous Improvement Action Plan



Continuous Improvement Action Planning



One bright spot in your current HDT implementation you can build on

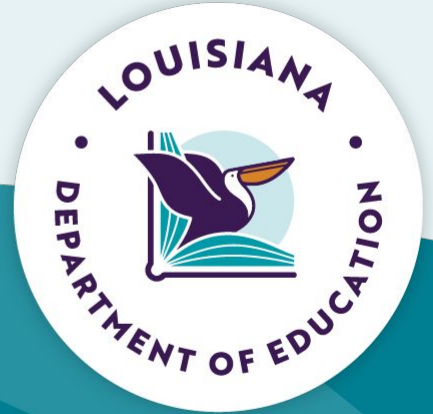
One challenge related to instructional quality, data practices, or collaboration that you want to improve

One concrete action you can take in the next 30 days that addresses that challenge

- Include: specific action, owner (role), and timeline (date)

Assess Impact

Monitoring HDT Impact



Closing



State your improvement action plan in one sentence.

What are your key takeaways from today's session?



From Learning to Impact



Today, you:

1. Defined what strong HDT looks like and your leadership role in making it happen
2. Examined instructional quality, data use, and collaboration as levers for impact
3. Practiced using data and quality indicators to identify priorities and next steps
4. Committed to one concrete improvement action aligned to literacy and math goals

From Learning to Impact

As a next step, you will:

1. Conduct a walkthrough with the HDT checklist to practice applying your new learning
2. Finalize Your Continuous Improvement Action Plan
 - a. Confirm your goal, owner, timeline, and evidence
3. Make one concrete change in the next week
4. Communicate with your team
 - a. Clarify expectations for tutors, teachers, and leads

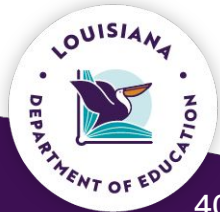


Contact Information

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Thank you for attending this session!
**Please take a moment to complete the session
feedback survey in the Cvent app.**

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