



Elevating High-dosage Tutoring Through High-quality Actionable Feedback

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



Presenter Information

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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

Objectives

By the end of this session, participants will be able to:

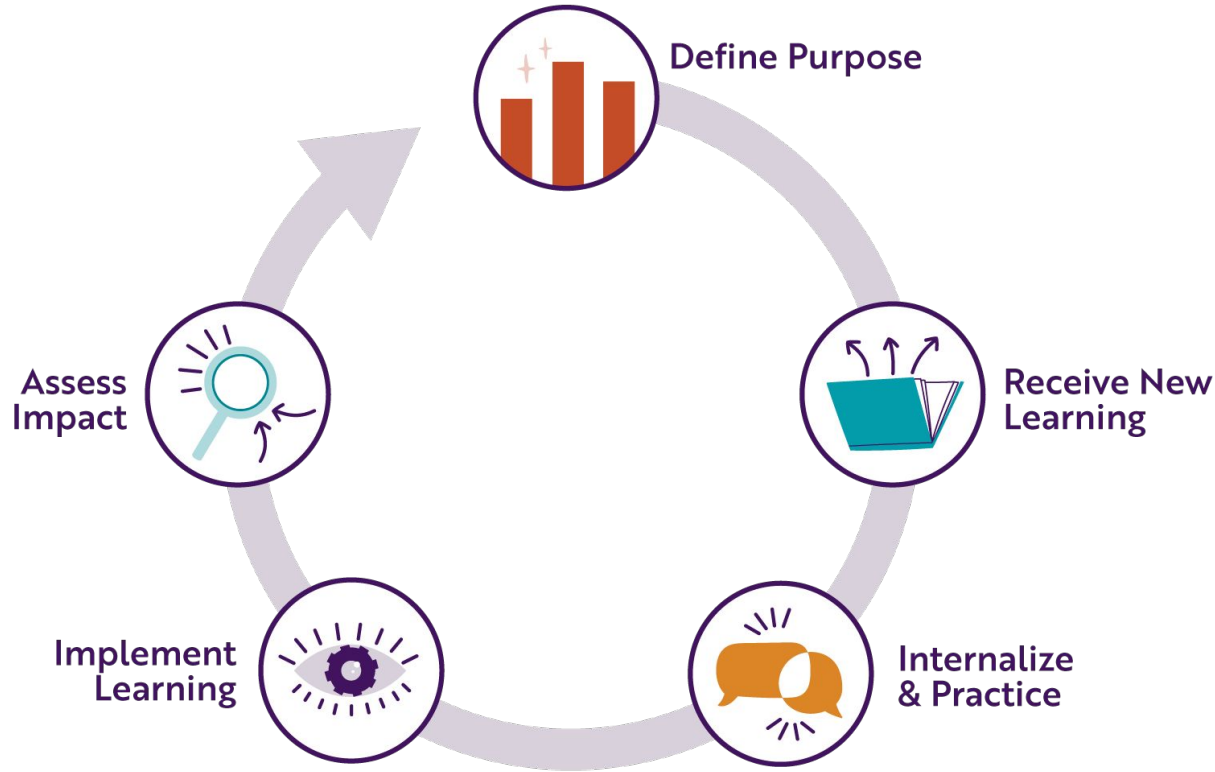
- Define high-quality feedback specific to high-dosage tutoring, including its essential characteristics and connection to strong instructional practices.
- Explore a process for providing high-quality High-dosage Tutoring support to ensure feedback is timely, evidence-based, and actionable.
- Develop clear, actionable feedback that guides instructional moves that advance student learning.

Session Agenda

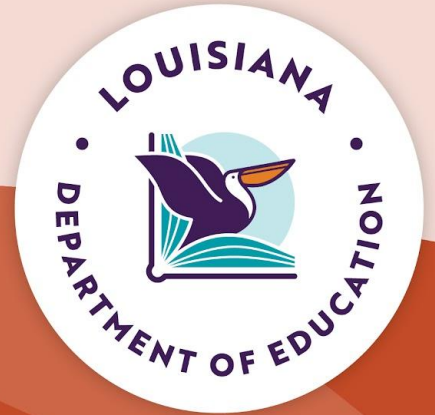
- High-quality Feedback
- High-dosage Tutoring Support
- Defining Next Steps



High-Quality Professional Learning Cycle



Define Purpose



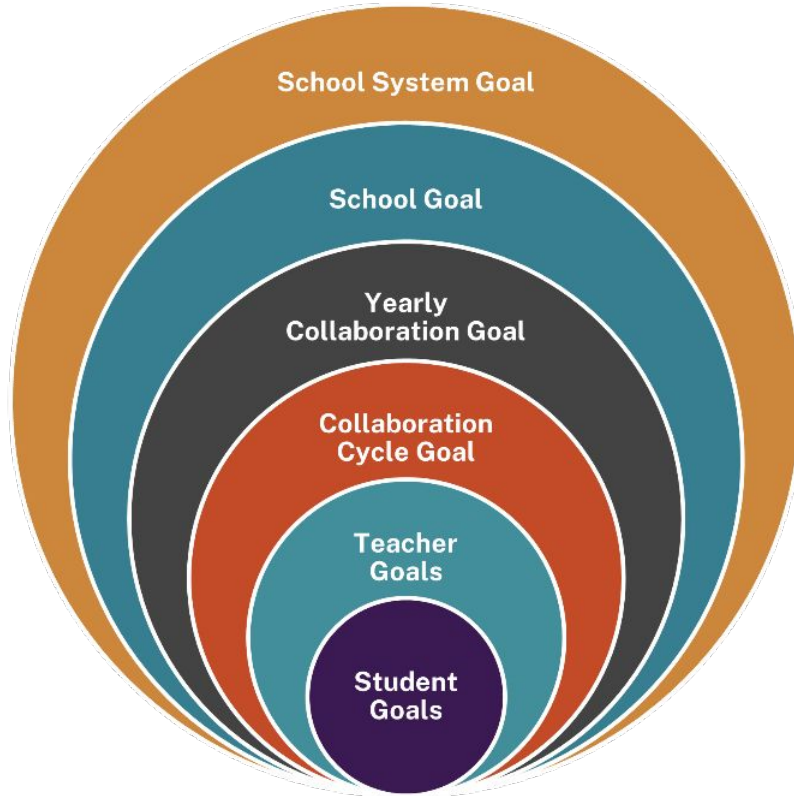
What is HDT?



“High-dosage Tutoring (HDT) is a research-based instructional model that explicitly addresses students’ unfinished learning from core instruction and leverages extra time to prepare students for grade-level content in math and reading.”

Louisiana Department of Education. (2024). *Accelerate: High-Dosage Tutoring Guidance*

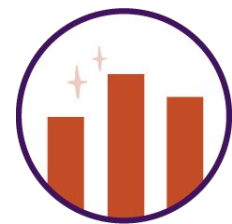
High-dosage Tutoring for Goal Attainment



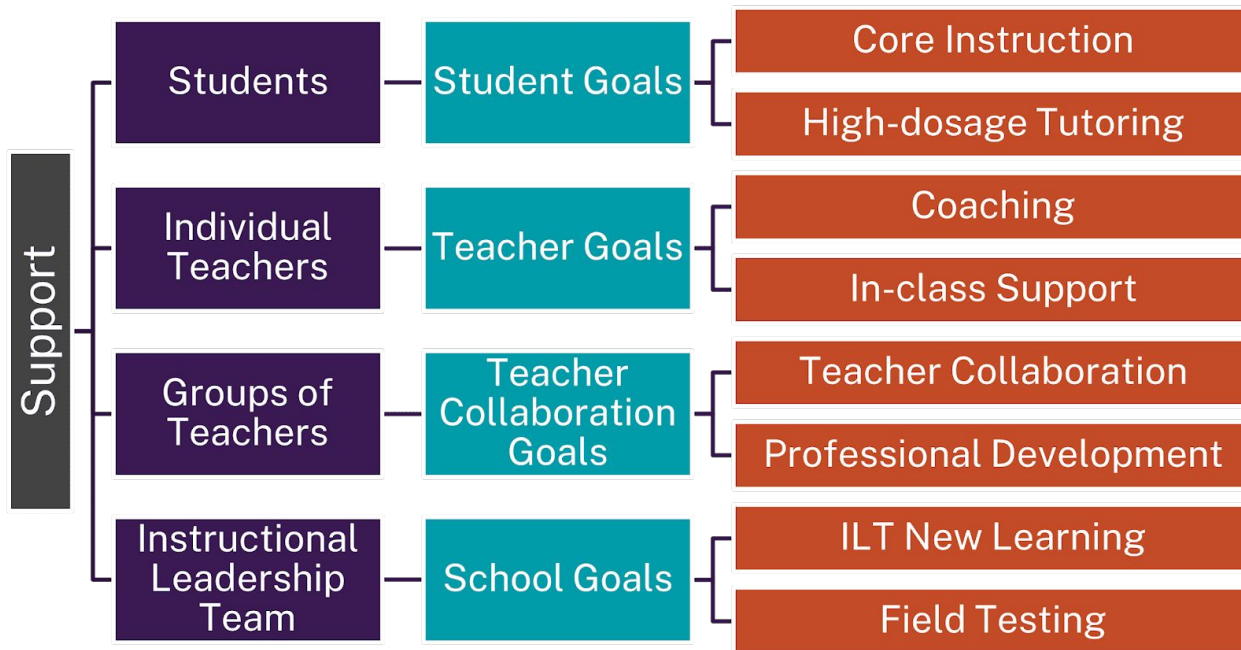
“Setting goals helps the ILT to minimize confusion, establish coherence, and foster a shared commitment to improving instructional practices.”

Louisiana Department of Education. (2025).
Professional Learning Roadmap.

Maximizing the Impact of High-dosage Tutoring



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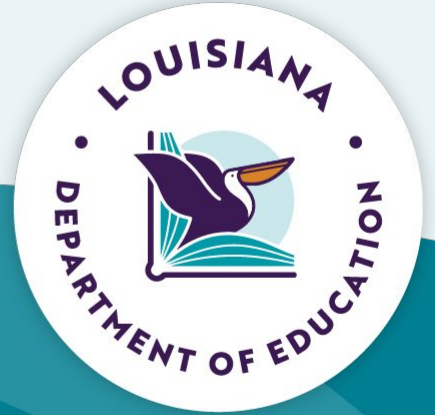


Define Purpose

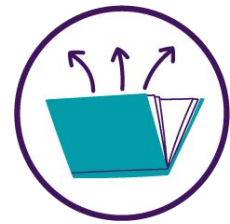


Receive New Learning

High-quality Feedback



Defining High-quality Feedback



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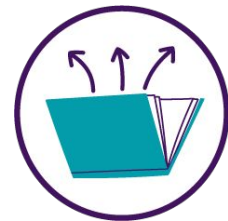
**Data to
Determine
Needs and
Strategies**

**Constructive
Feedback
Including
Strengths**

**Clear
Connections
to Available
Resources**

Elements of High-quality Feedback

High-quality Feedback and High-dosage Tutoring



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To provide high-quality feedback through coaching and support for high-dosage tutoring,

- What data do we need to gather to identify needs and strategies?
- What materials do we need to make connections to?

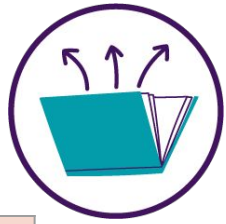


Table Discussion

Receive New Learning

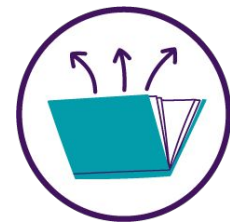


Connecting Feedback to Available Resources

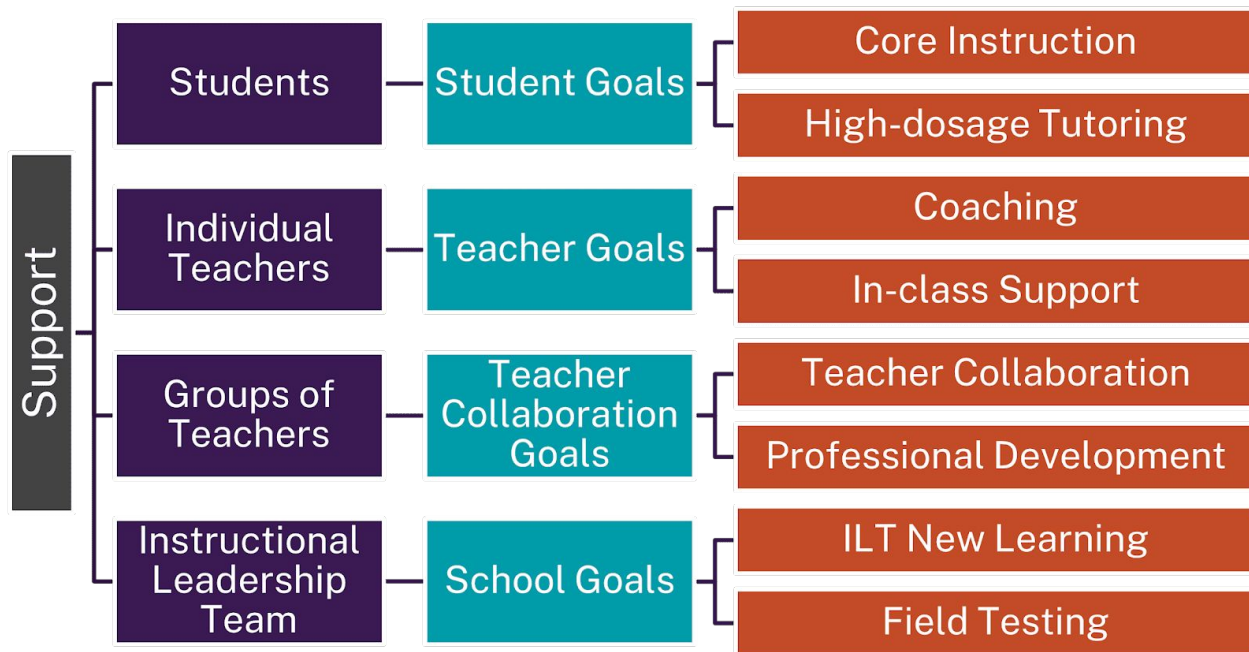


Data to Gather	• Diagnostic assessments • Ongoing progress monitoring results • Unit assessments • Benchmark assessments • Teacher observation and evaluation data
Materials for Connections	• Tutoring instructional materials • Core instructional materials • Student work and data • Louisiana Student Standards • Louisiana Educator Rubric • High-dosage Tutoring Quality Assessment

Our System for Supporting High-dosage Tutoring



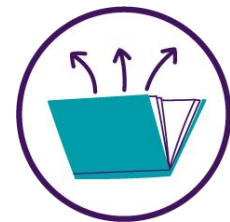
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Receive New Learning



An Intentional Approach for ILT High-dosage Tutoring Support

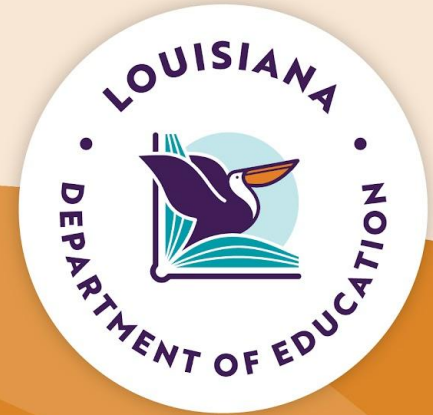


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Internalize & Practice

High-quality Feedback





Establish Expectations



Participant Guide p. 3

- Review the example expectations for supporting high-dosage tutoring.
- Discuss: How can establishing common expectations for supporting high-dosage tutoring positively impact implementation and goal attainment?



Table Discussion

Internalize & Practice





Clarify Focus



Participant Guide p. 4–5

“Evidence of adjustments based on student progress is observed.”

- What are we looking for?
- What does this descriptor look and sound like in effective tutoring practice?



Think Aloud

Internalize & Practice





Practice Clarifying Focus



Participant Guide p. 4–5

Using the “Students are actively engaged in learning” descriptor, define look fors for gathering related evidence.



Table Discussion

Internalize & Practice



Deepening Understanding to Strengthen Feedback



“Students are actively engaged in learning.”

- Students respond when prompted (verbally or nonverbally).
- Students ask questions that deepen understanding.
- Students engage in partner discussions.
- Students justify answers with evidence or reasoning.
- Students use academic language.
- Students make connections to prior learning or real-world examples.
- Students attempt challenging problems without immediately giving up.
- Students demonstrate thinking processes (think-alouds, notes, whiteboards).



Gather Evidence



Participant Guide p. 6

- Explore the teacher and student evidence collected from a literacy tutoring session observation.
- How does the evidence support our established look fors?



Table Discussion

Internalize & Practice



Student Outcomes, Teacher Actions, and Focused Feedback



Evidence	Connection
● One student responded to most questions; the other two students responded only when directly prompted. ● Students were not prompted to explain why a detail supported the main topic. ● When a task became challenging, one student stopped writing and waited for the tutor to provide the answer.	● Students respond when prompted (verbally or nonverbally). ● Students justify answers with evidence or reasoning. ● Students attempt challenging problems without immediately giving up.



Create Feedback



Participant Guide p. 2

**Data to
Determine
Needs and
Strategies**

**Constructive
Feedback
Including
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**Clear
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Elements of High-quality Feedback

Internalize & Practice





Create Feedback



Participant Guide p. 6

Students followed along and participated when prompted, with one volunteering answers. Most student talk was short, and there wasn't much peer discussion. The lesson felt well-organized and connected to the unit. Adding opportunities for students to talk, explain their thinking, or interact with the text could increase engagement for everyone. Consider using the same graphic organizer students are currently using in core instruction to maximize understanding.



Create Feedback



Participant Guide p. 6

Data

Feedback

Connection



Table Discussion

Internalize & Practice



An Intentional Approach for ILT High-dosage Tutoring Support

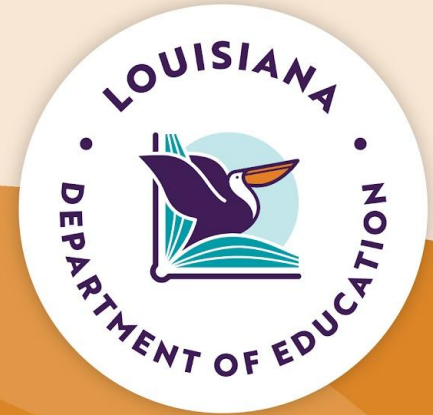


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Internalize & Practice

High-dosage Tutoring Support





“...the purpose of coaching is to support [teachers] to be strong instructional providers and reflective practitioners.”

Barnett, J.H. (2024). *Unleashing Teacher Leadership: A Toolkit for Ensuring Effective Instruction in Every Classroom*. ASCD.



Provide Support



Participant Guide p. 7

Review the descriptions of the in-class support strategies, consider:

- How does including support alongside feedback and coaching help ensure transfer to high-dosage tutoring opportunities?
- How are in-class support strategies currently being leveraged to positively impact high-dosage tutoring?



Independent Reflection

Internalize & Practice





Provide Support



Participant Guide p. 7

If students need...

And the teacher needs...

Support should be...

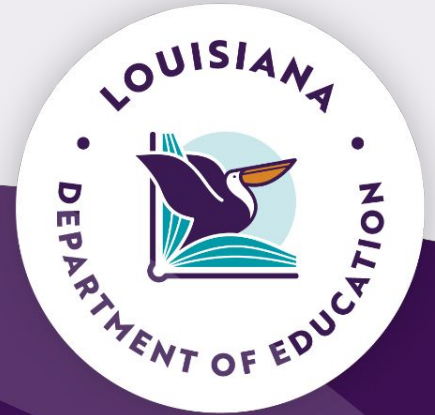


Table Discussion

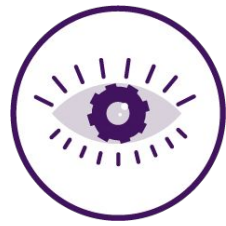
Internalize & Practice



Implement Learning



Planning for Implementation

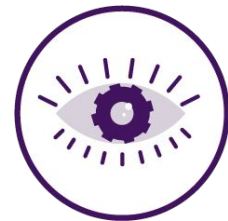


- What do you need to know and be able to do to implement this learning in your school?
- How could your ILT engage in this process?
- How will you assess the impact of the implementation of this work to ensure it improves the effectiveness of high-dosage tutoring?



Independent Reflection

Session Objectives



Participants will...

- Define high-quality feedback specific to high-dosage tutoring, including its essential characteristics and connection to strong instructional practices.
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