

HDT Quality Instruction

June 9, 2026



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Glen Colvin

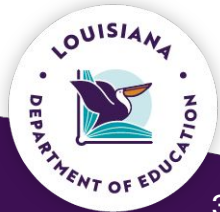
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Louisiana's Education Priorities

- ✓ **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

Four Session Provider Trainings



HDT Foundations

*Requirements, Eligibility,
Communication & Planning*

Session 1 - June 2

- Describe HDT requirements and eligibility per Act 771
- Identify vendors roles in communicating with school/system leaders
- Learn to plan for high-quality HDT



High-Quality Instruction

Gradual Release & Feedback

Session 2 - June 9

- Describe instructional best practices per [HDT Quality Assessment Tool](#)
- Identify instructional engagement expectations and strategies
- Recognize effective feedback practices



Today's focus



Four Session Provider Trainings



Math Best Practices *Conceptual Understanding*

Session 3 - June 16

- Build conceptual understanding in math
- Use student thinking to guide instruction
- Address misconceptions intentionally

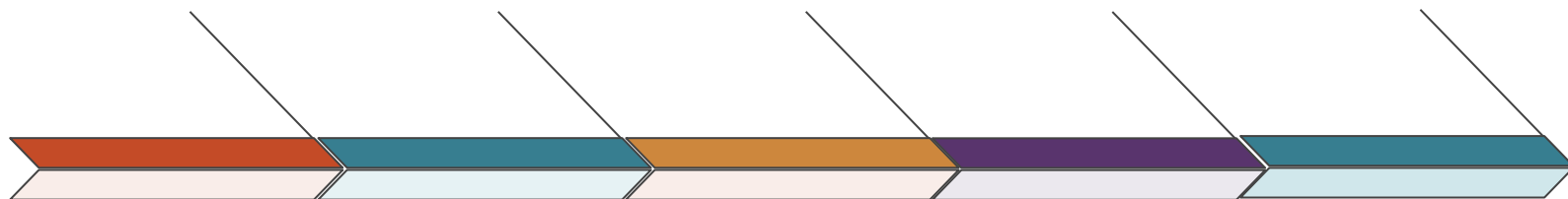


Literacy Best Practices *Science of Reading*

Session 4 - June 23

- Review [LA's TPLS framework](#) for HDT
- Distinguish evidence-based from misaligned practices
- Ensure tutoring reinforces classroom instruction

Agenda



Why the
[HDT Quality
Assessment
Tool](#)
Matters

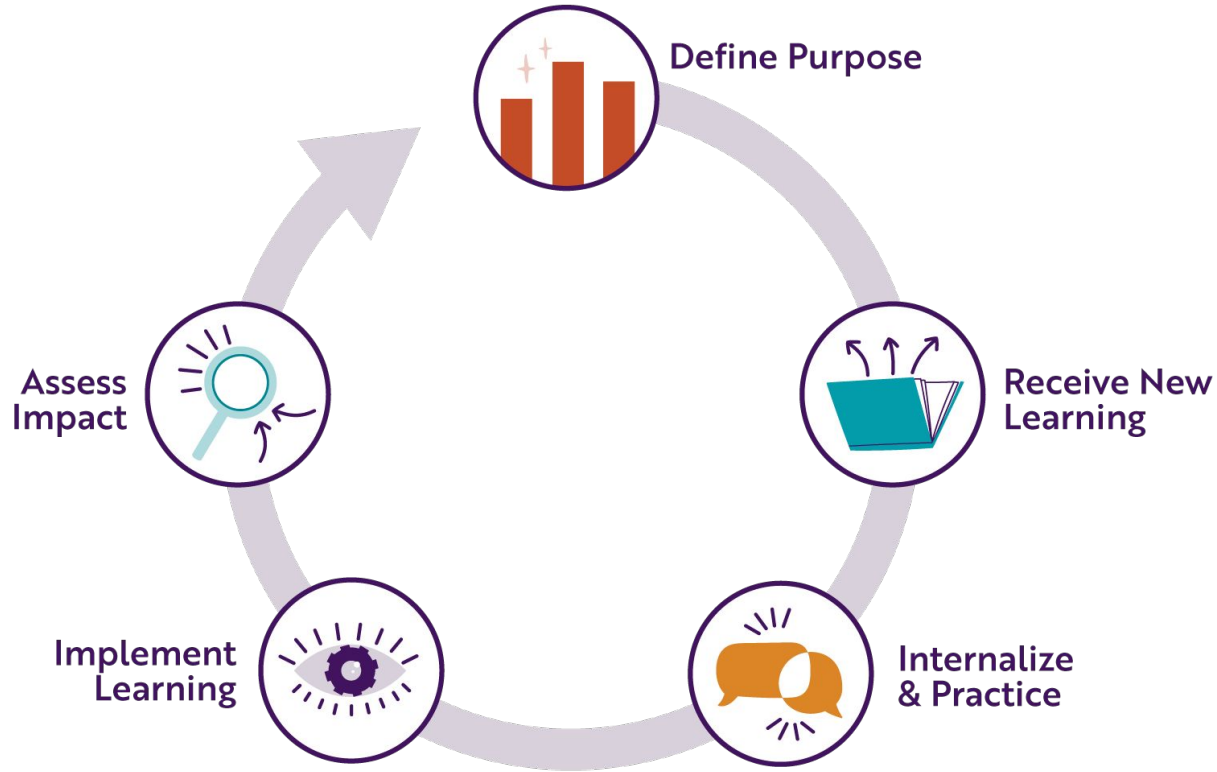
What a
Strong HDT
Session
Includes

Observation
& Feedback
Practice

Leader
Action
Planning

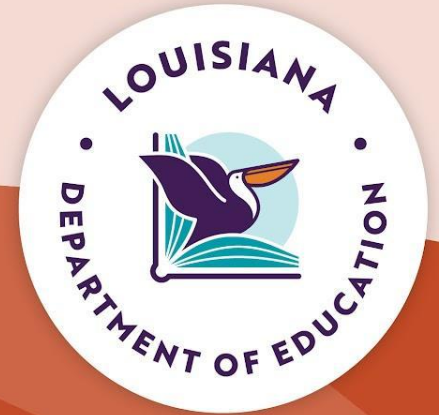
Assess
Impact

High-Quality Professional Learning Cycle

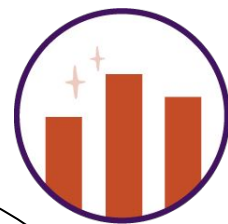


Define Purpose

Why Your Leadership Matters for HDT Quality



Introduction to The Quality Assessment Tool



The [High-Dosage Tutoring Quality Assessment tool](#) helps monitor the quality and implementation of high-dosage tutoring.

Use cases	Purpose
Tutors	To self-assess instructional quality and seek coaching
Provider Instructional Leaders	To observe tutors, provide actionable feedback, and identify trends for training and coaching

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			
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.			
Practice is incorporated; the tutor uses guiding questions if students			
Feedback aligned with lesson objectives			

Define Purpose



They Why

The tool establishes a shared standard for what high-quality tutoring instruction looks like in practice.



Informal Observation & Feedback

Designed for
observations of HDT
sessions



Minimum Standard

Defines effective
HDT instruction
across all provider
tutors

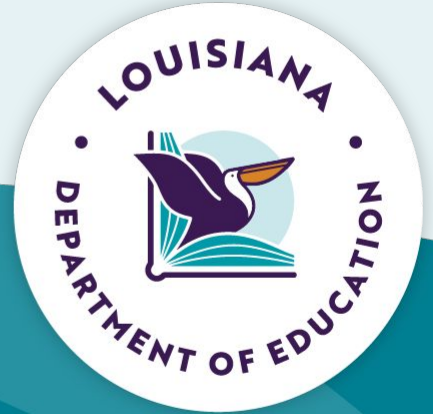


Expectations & Quality

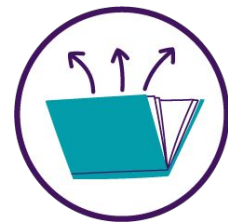
Combines core HDT
expectations with
instructional quality

Receive New Learning

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



HDT Quality Assessment Descriptors



The [HDT Assessment tool](#) outlines 13 descriptors of high-quality HDT.



01 Lesson Objective

The lesson objective is based on student needs according to data.



02 Direct, Explicit Instruction

The tutor provides direct, explicit instruction aligned to the objective.



03 Practice

Students have multiple opportunities to practice the skill or concept.



04 Independent Practice

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



05 Academic Feedback

The tutor provides academic feedback aligned with lesson objectives.



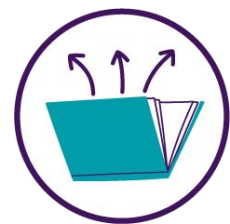
06 HQIM

The instructional materials used are high-quality.

Receive New Learning



HDT Quality Assessment Descriptors



07 Checks For Understanding (CFU)

Formative assessments/checks for understanding are evident.



08 Real-time Adjustments

Evidence of adjustments based on student progress is observed.



09 Active Student Engagement

Students are actively engaged in learning.



10 Time

Sessions occur during designated tutoring time without interruptions.



11 Group Size

Group sizes align with HDT recommendations (max 4:1).



12 Data

Tutor records attendance and student progress data.



13 Documentation

Documentation of student progress is accessible and up to date.

HDT Quality Assessment Descriptors

Previously Covered	Covered in This Session	Covered in a Later Session
<i>Provider Training 1</i>	<i>Provider Training 2 (Today)</i>	<i>Provider Trainings 3 & 4</i>
01 Lesson Objective 06 HQIM 12 Data	02 Direct, Explicit Instruction 03 Guided Practice 04 Independent Practice 05 Feedback 07 CFUs 08 Adjustments 09 Engagement	12 Data (continued) Deeper application in literacy and math best-practice contexts.

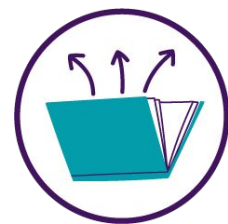
SELF-EXPLANATORY DESCRIPTORS:

10 Time · 11 Group Size · 13 Documentation

Receive New Learning



Descriptor 2: Direct, Explicit Instruction



Tutors provide direct, explicit instruction aligned to the objective.

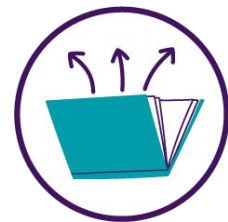
✓ STRONG PRACTICE

- Models the skill aloud — "Watch how I..." or "I'm thinking..."
- Concise modeling, directly tied to the objective
- Clear explanation of the target skill before practice

✗ COMMON PITFALLS

- Over-reliance on worksheets during instruction
- Passive computer or screen time replacing direct teaching
- Skipping the model, jumping straight to practice

Descriptors 3 & 4: Gradual Release



Students have multiple opportunities to practice the skill or concept. Independent practice is incorporated; the tutor uses guiding questions if students struggle.



I DO

"Watch and listen. /k/ /a/ /t/... cat. Slowly, then blended."

Direct instruction



WE DO

"Say the sounds with me: /d/ /o/ /g/. What did you hear at the beginning?"

**Guided practice +
Checks for
understanding**



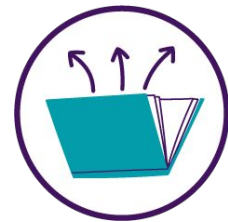
YOU DO

"Your turn: map. I'll listen and give feedback on your blending."

**Independent
practice + feedback**

Descriptor 5: Academic Feedback

Strong academic feedback is timely, task-specific, tied to the objective, actionable, and designed to elicit student thinking.



LITERACY EXAMPLE

You **broke the word into sounds.** — That's a strong strategy! **Can you tell me why breaking the word into sounds is important?** Yes if we know the sounds **we can blend them together.** Let's practice the 'sh' sound in a different word.

Task-specific

Elicits Thinking

Actionable

MATH EXAMPLE

You **made a group of 10** first and added the extra 3. That's a strong strategy! **Can you tell me why the strategy helps us add?** Yes it shows numbers have parts and that **13 is 10 and 3 more.** Let's try that strategy with a different number.

How Could this Feedback Be Improved?



Vote in the poll and share your reasoning in the chat.

1 **LITERACY** *"You tried to guess. Let's go back and use the strategy: point to each letter and say the sounds."*

2 **MATH** *"Try this problem again with the part-part whole strategy. Why is this strategy important?"*

3 **MATH** *[Should be subtracting] "I see you added the numbers. What in the problem tells you whether you should combine or take away? Show me where you see that."*

Question: *How could this feedback be improved? Share all the options that apply and share your explanation in the chat:
(A) task-specific/objective aligned, (B) elicits thinking, (C) actionable*



Descriptor 7: Checks for Understanding

Real-time data drives decisions: move on, scaffold, or reteach.

QUICK CHECK STRATEGIES

- ☒ **Everyone writes + shows work**
All students produce visible evidence
- ☒ **Student paraphrasing**
Restate steps in their own words

DECIDE WHAT'S NEXT

All students get it and
can explain

MOVE ON

Mixed understanding

SCAFFOLD

Widespread confusion

RETEACH

Share in the chat: Which checks for understanding do your tutors currently use?

Descriptor 8: Real-time Adjustments

EVIDENCE OF REAL-TIME ADJUSTMENTS

-  **01** Students provide evidence of their thinking
-  **02** The tutor interprets that evidence
-  **03** The tutor adjusts questioning, feedback, scaffolds, pacing, or modeling
-  **04** Student performance shifts as a result
-  **05** Tutor creates a data loop for next session by recording exit ticket results in a tracker and selecting next-day skills to re-teach or extend.

Descriptor 9: Active Student Engagement

Tutors provide students many opportunities to think and respond.

EVIDENCE OF ACTIVE ENGAGEMENT



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 make connections to prior learning or real-world examples.



Students use academic language.



Students attempt challenging problems without immediately giving up.



Students demonstrate thinking processes (e.g., think-alouds).

Descriptor 9: Active Student Engagement

Tutors provide students many opportunities to think and respond.



IN-PERSON STRATEGIES

- Turn-and-talk with clear roles
- Circulate and prompt: "Show me your work"
- Call-and-response on key rules
- Manipulatives: blocks, counters, letter tiles



VIRTUAL STRATEGIES

- Cold call strategically and normalize it
- Everyone responds via chat or poll
- Digital whiteboards + screen annotations
- Respond to disengagement in the moment

“While you work, I’m looking for everyone to solve and show their steps... I see two students’ steps. I’m looking for three more students.”

Internalize & Practice

Practice Applying HDT Leadership Skills



Practice: Observe, Check, and Coach



Practice using the [HDT Quality Assessment Tool](#) and share feedback in the [Google form](#).

1

Review the
[sample lesson](#)
[video](#)

2

Check each
descriptor you
observe

3

Take notes of
teacher and
student actions

4

Draft feedback for
the tutor that is
task-specific,
actionable, and
elicits thinking

Discussion Questions

- 1) *What did the tutor do well — and why does it matter?*
- 2) *What should the tutor do differently — and how?*

Internalize & Practice



Practice: Observe, Check, and Coach



Internalize & Practice



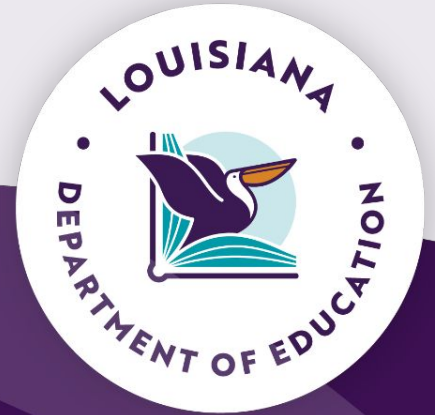
Feedback Example



Notes From HDT Tool	Actionable Feedback	Connection to Descriptor/s
Tutor implemented an evidence based strategy using HQIM. Gave clear directions and model (I Do) and guided practice (We Do). Did not have independent practice (You Do).	Add independent practice for both activities (You Do) in order to gauge student mastery and provide specific individual feedback to each student.	Descriptor 4: Independent practice is incorporated; the tutor uses guiding questions if students struggle. Descriptor 5: The tutor provides academic feedback aligned with lesson objectives.

Implement Learning

Building Your HDT Continuous Improvement Action Plan



Continuous Improvement Action Planning

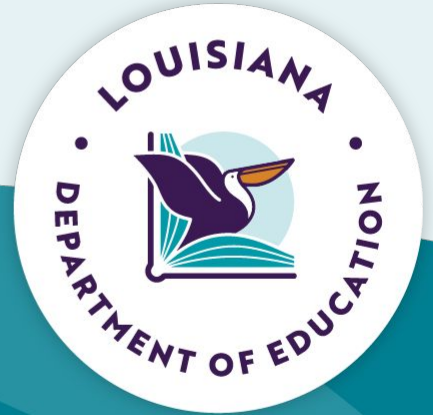


Complete the reflection below independently in the [Google form](#).

1. Which one descriptor from the [Quality Assessment Tool](#) will you prioritize looking for during your next tutoring observation?
 - a. Why did you select this descriptor?
 - b. How will you train and support tutors on this descriptor?
2. How often will you observe your tutors?
 - a. Why did you select this cadence? How does this cadence align with your pre-existing duties and calendar?
3. How will you support tutors who need additional coaching or professional learning?

Assess Impact

Monitoring HDT Impact



Closing



In the chat, share one key takeaway you are leaving with from today's session.



From Learning to Impact



Today, you:

- Described instructional best practices per HDT Quality Assessment Tool
- Identified instructional engagement expectations and strategies
- Recognized effective feedback practices

As a next step, you will:

- Utilize the HDT Quality Assessment Tool to regularly monitor and provide feedback to your tutors to strengthen instructional practices

Next Session

- Session 3 (June 16): Math tutoring best practices



Resources

- [LDOE Approved Curriculum List](#)
- [HDT Quality Assessment Tool](#) - Used to informally observe tutors and HDT for continuous improvement



LDOE Values Your Feedback

Thank you for attending this session!
Please take a moment to complete the session [feedback form](#).

Please contact tutoring@la.gov with questions.



Date 9, 2026