

Math Best Practices for High-Dosage Tutoring

June 16, 2026

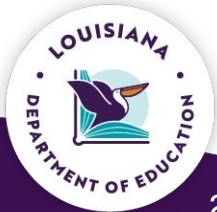


June 16, 2026

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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, providers will be able to:

1. Describe the key features of high-quality math tutoring aligned to Louisiana's expectations.
2. Distinguish between math tutoring focused on just-in-time support for grade-level learning and tutoring structured around generalized or far-back remediation.



Four Session Provider Trainings



HDT Foundations

*Requirements, Eligibility,
Communication & Planning*

Session 1 - June 2

- Describe HDT requirements and eligibility per Act 771
- Identify provider roles in communicating with system and school leaders
- 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

Previous Sessions



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



Today's focus



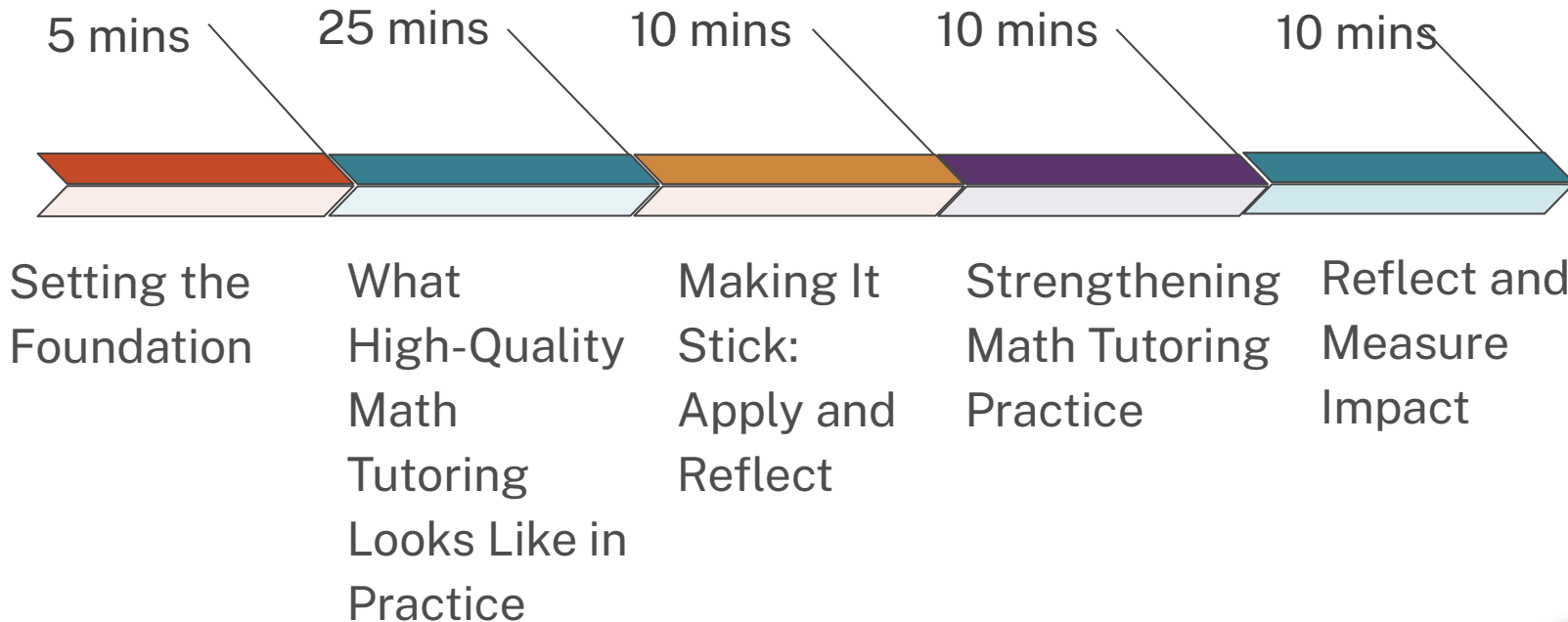
Literacy Best Practices *Science of Reading*

Session 4 - June 23

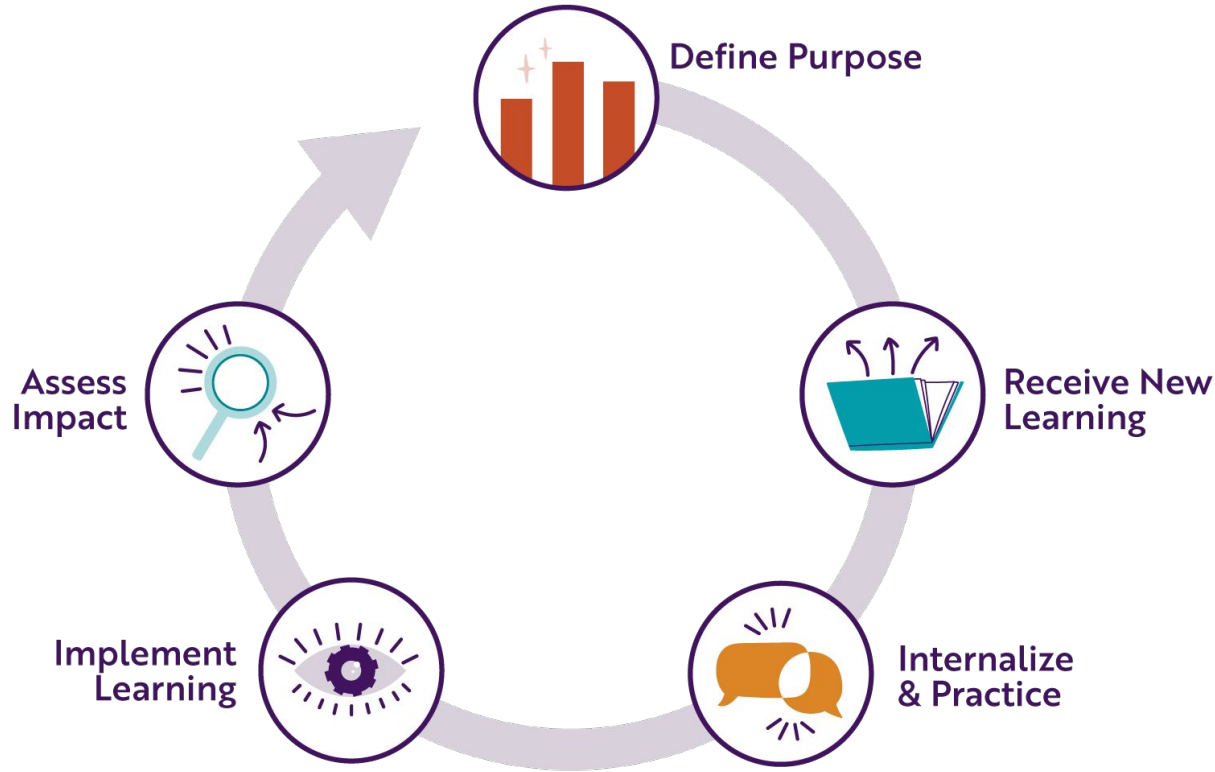
- Review [LA's TPLS framework](#) for HDT
- Distinguish evidence-based from misaligned practices
- Ensure tutoring reinforces classroom instruction



Agenda (60 minutes)

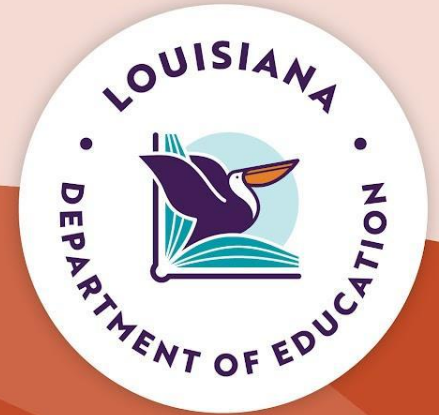


High-Quality Professional Learning Cycle

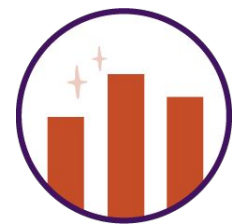


Define Purpose

Setting the Foundation



What Research Tells Us



“When students who started the year behind had greater access to grade-appropriate assignments, they closed the outcomes gap with their peers by more than seven months.”

- *The Opportunity Myth*, TNTP, 2018

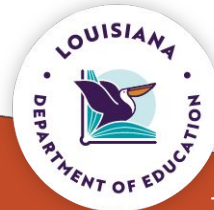


What is the goal of math tutoring?

- Help students access grade-level mathematics
- Provide just-in-time support when needed
- Build understanding and confidence

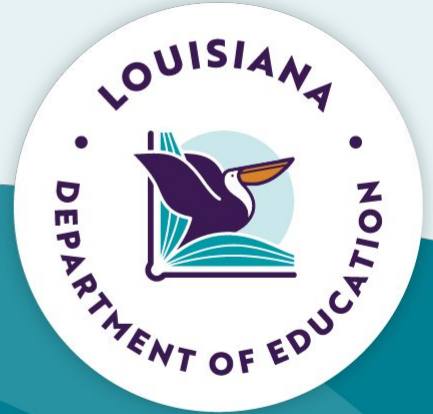


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Receive New Learning

What High-Quality Math Tutoring Looks Like in Practice

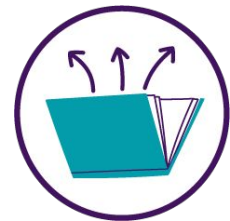


How do we get there?



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What does this look like in a tutoring session?



During the Task

Tutor supports the student as they work on a grade-level problem, stepping in briefly when the student gets stuck and then returning them to the task.

Before the Task

Tutor previews an upcoming grade-level concept and provides the key background understanding the student will need for the next classroom lesson.

After a Classroom Assessment

Tutor reviews recent classwork or assessment results, identifies where the student struggled, and provides targeted support connected to that same grade-level content.

How does this work with provider materials?

- Start with what the student is learning in class.
- Identify the specific barrier.
- Use your materials to address that barrier.
- Return the focus to grade-level learning.



Image Credit: iStock-178471354



When Good Intentions Lead to the Wrong Focus

Many tutoring approaches are built around helping students “catch up.”

But some common strategies unintentionally...

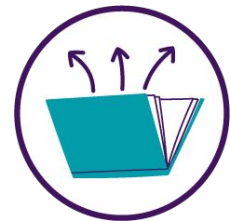
- Move students farther away from grade-level work
- Focus on isolated skills instead of current learning
- Prioritize completion over understanding



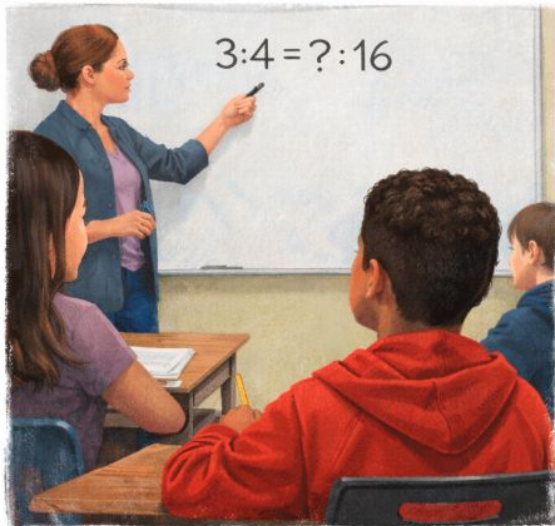
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Pitfall 1: Starting Too Far Below Grade Level

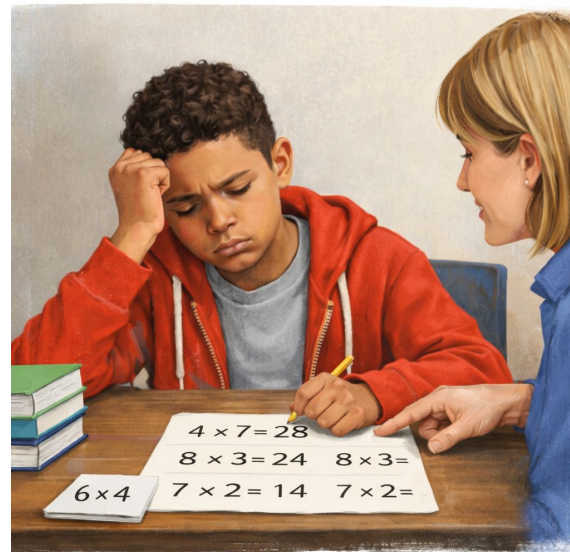


Student's Current Class



7th grade math
Working on ratios and proportional
relationships

Tutoring Session



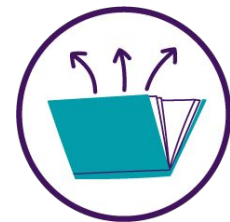
Practicing 3rd grade multiplication
worksheets

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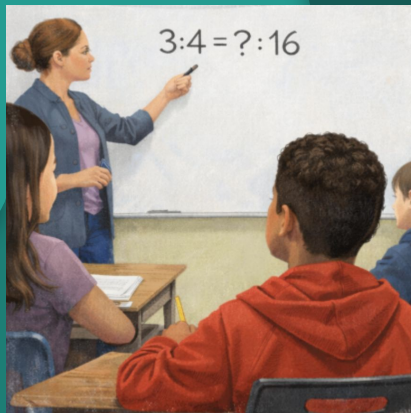


Instead: Stay Connected to Grade-Level Learning



Start with the grade level goal
Identify what the student is expected to learn in class.

01



03

Provide just-in-time support
Help the student re-engage with the grade level task as quickly as possible.

Target the specific barrier
Focus on the one or two prerequisite ideas the student needs right now.

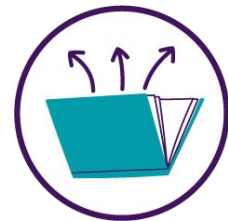
02

Pitfall 2: Drill Without Understanding



Practice Without Meaning or Connection	Use Practice to Build Understanding
• Repetitive skill worksheets • Isolated procedures • No link to current classroom learning • Focus on speed or accuracy alone	• Start with a meaningful problem • Focus on student thinking and explanation • Use practice to strengthen key ideas • Keep the work connected to class learning

Pitfall 3: Following a Disconnected Sequence



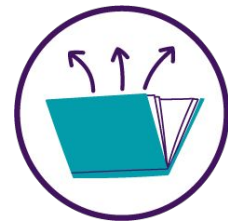
Tutor follows a preset vendor sequence

- Topics do not match classroom learning
- Sessions feel unrelated to school math

What to do instead: Align tutoring to classroom learning

- Stay aware of current or upcoming class topics
- Communicate with teachers or families when possible
- Select or adapt tasks that support grade-level content
- Use vendor materials flexibly to address student needs

Pitfall 4: Trying to “Fix Everything”

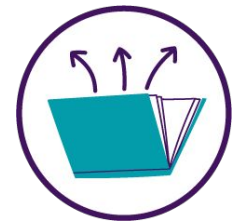


Trying to address every gap at once:

- Too many skills in one session
- No clear learning priority
- Sessions feel scattered or overwhelming

High-quality tutoring is focused and purposeful.

Pitfall 4: Trying to “Fix Everything”

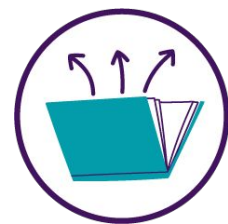


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Receive New Learning

A Core Decision for Tutoring Content



“Effective teaching of mathematics focuses on the mathematics that is most important for students’ learning and connects new learning to grade-level expectations.”

– National Council of Teachers of Mathematics, Principles to Actions (2014)

Guiding Question:

Does this tutoring help the student access grade-level mathematics right now?

What Tutoring Content Is For



Tutoring Content

Grade-Level Math

$$x/y=?$$

Maintains coherence

Connects to classroom learning

Removes barriers

Student

Receive New Learning



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What Tutoring Content Is Not For

Tutoring content does not replace classroom learning.



Grade-Level Mathematics

$$x/y=?$$



DETOUR

← Full Reteaching

← Separate Remediation

← Disconnected Skills

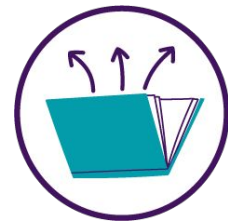
Cover Everything →

Student

Receive New Learning



When is reach-back necessary?



Use background content as a bridge—not a new road.

Reach-back is appropriate when it:

- directly supports a grade-level goal,
- removes an immediate barrier, and
- can be addressed strategically and efficiently.

Reach-Back: Bridge or Detour?



Grade-Level Goal (Grade 4): Solve multi-digit multiplication problems and explain strategies (e.g., 23×6).

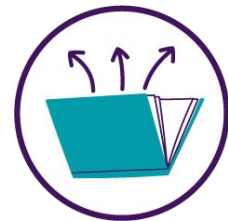
Targeted reach-back (bridge)

- Pause to strengthen the specific idea blocking the task (place value)
- Use a quick representation (break apart 23 into 20 and 3)
- Return to the grade-level problem and complete it with understanding.

Excessive reach-back (detour)

- Shift tutoring to basic fact worksheets for multiple sessions
- Work stays disconnected from the grade-level goal
- Student does not return to the grade-level task

Why Coherence Matters



“Curriculum must...be marked by effective, logical progressions from earlier...topics into later, more sophisticated ones.”

– National Mathematics Advisory Panel (2008)

In tutoring, this means:

Choose content that removes the immediate barrier to the grade-level goal, without sending the student into a separate sequence.

Internalize & Practice

Making It Stick: Apply and Reflect



Try It: Spot Coherence in Action



Instructions: Read the two tutoring scenarios. Which one aligns with Louisiana's expectations and why?

Context: The tutor is reviewing the student's classwork before an upcoming quiz on adding and subtracting fractions with unlike denominators.

Scenario A: The student is getting stuck finding common denominators, so the tutor shifts to listing multiples and practicing multiplication facts. The student returns to one fraction problem at the end and finds a common denominator more quickly, but still struggles to explain why the equivalent fractions make sense or how the model connects.

Scenario B: When the student hesitates with multiplication facts, the tutor briefly practices multiples within the fraction problem, uses a representation to show equivalent fractions, and then returns the student to the original type of problem to explain the strategy.

Debrief: What “Coherent” Tutoring Content Looks Like



Coherence is not “never reach back.”

It’s reaching back only far enough to remove the barrier to a grade-level goal, then returning to the goal.

Goal → barrier → targeted reach-back → back to the goal

What Scenario A and B Both Get Right



Both tutors

- start from classroom learning;
- notice a real barrier; and
- try to support the student before the quiz.

Where the Scenarios Diverge and How to Strengthen the Detour



Scenario A drifts into a detour

Barrier practice becomes the main work

Scenario B stays coherent

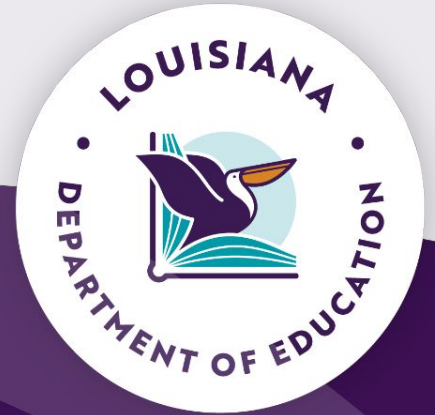
Barrier support is embedded in the grade-level task

Small change to improve A:

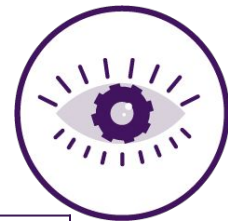
Keep multiples practice inside the fraction goal and return to a representation or class-style strategy.

Implement Learning

Strengthening Math Tutoring Practice



Continuous Improvement Action Planning



One area where your current HDT implementation is well aligned to math best practices

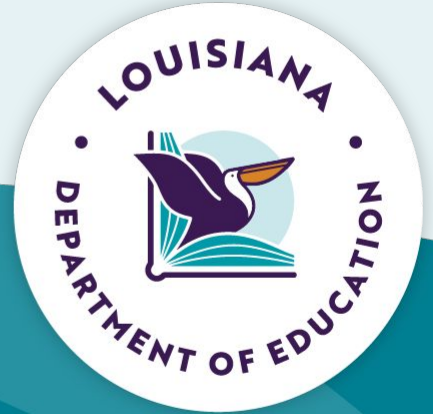
One challenge related to math instructional quality and data practices you want to improve

One concrete action you can take that addresses that challenge

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

Assess Impact

Reflect and Measure Impact



Wrap-Up: What High-Quality Math Tutoring Means in Louisiana



High-Quality Tutoring:

- Keeps grade-level learning in view
- Uses targeted, just-in-time support
- Avoids detours that disconnect students from classroom math

From Learning to Impact



Today, you:

- Developed a shared understanding of the role of math tutoring in helping students engage with grade-level content
- Explored key instructional approaches that strengthen tutoring, including just-in-time support and maintaining coherence
- Analyzed common tutoring approaches to identify which ones support or interrupt students' connection to classroom learning
- Applied a decision-making lens to distinguish between focused support and approaches that create unnecessary detours

As a next step, you will:

- Take one specific step to strengthen how tutoring connects to grade-level instruction and immediate student needs in your context
- If you provide literacy tutoring, the next training is June 23rd

Closing



What are your key takeaways from today's session?



Math Best Practices for High-Dosage Tutoring

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

Please contact tutoring@la.gov.



June 16, 2026

Appendix



References

- National Council of Teachers of Mathematics. (2014). *Principles to Actions: Ensuring Mathematical Success for All*. Reston, VA: Author.
- The New Teacher Project (TNTP). (2018). *The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down — and How to Fix It*. TNTP.
- National Mathematics Advisory Panel. (2008). *Foundations for Success: The Final Report of the National Mathematics Advisory Panel* (U.S. Department of Education).
- Sides were developed in partnership with the Charles A. Dana Center at The University of Texas at Austin.

