

PREPARING TUTORS TO USE HIGH IMPACT TUTORING IN FIDELITY

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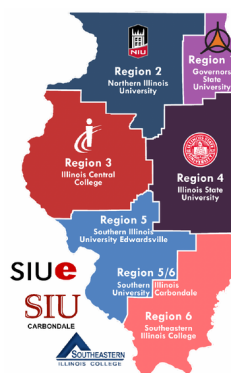
ILLINOIS STATE
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High Impact Tutoring

- HIT is an evidence-based tutoring program with the purpose of providing effective supplementary academic supports (Nickow et al., 2020).
- HIT showed impacts across programs. To maintain its intended outcomes, it is important for tutors to maintain high levels of implementation fidelity.
- Unfortunately, **few tutoring programs operate the program with fidelity**. Robinson and Loeb (2021) showed that tutoring impacts could vary by different components, especially from how the program is implemented or fidelity. The researchers suggest incorporating measures of adoption and fidelity of treatment.
- Given that Illinois Tutoring Initiative calls for closing gaps in education across the state, fidelity implementation is one of the critical element to provide equitable educational access to students across the state.

Illinois Tutoring Initiative (ITI)



Six Regions

58 school districts
& 133 school sites

649 TRAINED TUTORS

& 1,379 individual
students in grades 3-8

Illinois tutoring initiative outcome report (2024)

HIT Fidelity Checklist

Fidelity Checklist

Wed Feb 01, 2023

I demonstrated relationship building.

No ☐ Yes ☒

I demonstrated relationship building by (select all that apply - you must select one)

providing honest feedback ☒ expressing empathy ☒ positive communication ☒

I reviewed the previous session.

No ☒ Yes ☐

I introduced the topic of the session.

No ☒ Yes ☐

I set learning goals.

No ☒ Yes ☐

I used explicit instruction.

No ☐ Yes ☒

I used guided practice during the session.

No ☐ Yes ☒

I used guided practice during the session by (select all that apply - you must select one)

providing relevant new tasks ☒ prompting students as needed ☒ providing explanations if students asked questions ☒

I used deliberate practice during the session.

No ☐ Yes ☒

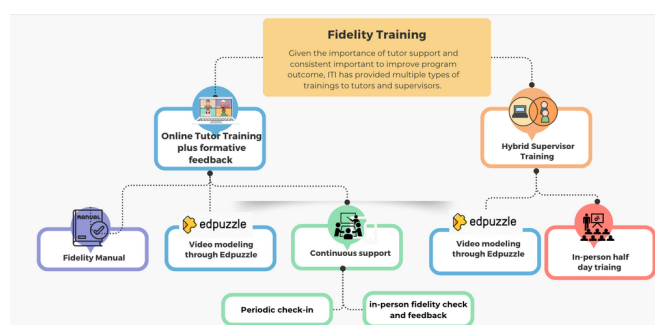
I used deliberate practice during the session through (select all that apply - you must select one)

provided study materials ☒ observed the student practice ☒ provided prompts or demonstrations as needed ☒

I checked for student understanding during the session.

No ☐ Yes ☒

Fidelity Implementation Training



Effectiveness of Training

Aspect of Tutoring Session	Fall 2022		Spring 2023	
	Self-Report* (N=6,773)	Observed* (N=132)	Self-Report* through 1/29/23 (N=2,693)	Self-Report* after 1/30/23 (N=21,270)
Relationship Building				
positive communication	75.98%	90.91%	78.95%	99.69%
expressing empathy	44.77%	59.09%	50.20%	99.92%
providing honest feedback	59.46%	78.03%	63.57%	99.92%
another method	11.14%	2.27%	9.32%	99.69%
Relationship Building				
Reviewed the previous session	82.36%	83.33%	80.84%	98.04%
Introduced topic or focus	67.32%	85.61%	68.77%	95.75%
set learning goals	57.77%	57.58%	62.76%	92.36%
another method	12.53%	3.03%	11.66%	93.59%
Used explicit instruction	88.57%	87.12%	90.01%	93.59%
Used Guided Practices				
providing relevant new tasks	43.77%	62.88%	48.94%	61.19%
prompting students as needed	70.07%	93.18%	73.56%	75.93%
providing explanations if students ask questions	64.75%	79.55%	66.80%	66.26%
another method	8.19%	0%	7.54%	96.38%
Used Deliberate Practices				
providing study material	35.80%	59.09%	42.11%	55.52%
observing the student practice	65.62%	84.09%	68.55%	75.03%
providing prompts or demonstrations as needed	69.11%	85.61%	71.11%	69.56%
another method	6.74%	1.52%	6.83%	90.63%
Checked for student understanding	96.19%	91.67%	96.92%	98.73%

96%

of tutors passed the fidelity
criteria via Self-reports

92%

of tutors passed the fidelity
criteria via direct observation

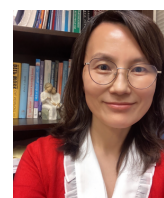
Note. Fidelity passing criteria was 80% or higher fidelity. Data indicate that tutors are using HIT in fidelity; however, there are discrepancies between these two parties.

CONTACT

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Initiative Program.



ILLINOIS TUTORING
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