AN ACTION PLAN FOR STATE POLICY LEADERS

March 2023

Mobilizing aspiring teachers as tutors is a win-win solution that could simultaneously accelerate PK–12 student learning and build a pipeline of well-prepared, diverse educators. The **Aspiring Teachers as Tutors Network** (ATTN) is a national collaborative of tutoring initiatives that aims to increase the number of aspiring teachers serving as high-impact tutors and to strengthen their instructional skills through practice-based experiences and training. Facilitated by Deans for Impact, the ATTN is mobilizing more than 1,000 tutors impacting nearly 3,000 students in the 2022-2023 school year.

To mobilize hundreds of thousands more tutors in the coming years, members of the network believe that **STATE POLICY** changes are necessary. The following recommendations are adapted from **Mobilizing Aspiring Teachers as Tutors: Policy Solutions to Accelerate Student Learning and Strengthen Teacher Pipelines**.

POLICY RECOMMENDATION 1
Make high-impact tutoring a common opportunity for aspiring teachers prior to licensure

THE PROBLEM

Expectations for early "field" opportunities prior to licensure are often overly vague or undefined. Often, aspiring teachers are able to satisfy requirements without engaging in actual instructional practice with groups of PK–12 students.

SOLUTIONS FOR STATE LEADERS

- Define, clarify, and set minimum requirements for early field experiences. These should require licensure candidates to engage students in one-on-one or small-group instruction, including as high-impact tutors.
- Require high-school students participating in Grow Your Own programs to serve as high-impact tutors for younger peers.

THE PROBLEM

In order for high-impact tutoring to be a viable early practice experience for aspiring teachers–especially those who have been historically underrepresented in the profession–tutors must receive compensation. Currently, laws in some states, such as Ohio, prohibit aspiring teachers from receiving compensation if they serve as tutors.

SOLUTIONS FOR STATE LEADERS

- Repeal laws prohibiting aspiring teachers from receiving pay for hours that satisfy program or state clinical requirements.
- Amend rules governing substitute, paraprofessional, and other educational aide roles, allowing students enrolled in educator-preparation programs to be hired and paid under these roles to complete state and program requirements, including high-impact tutoring.

POLICY RECOMMENDATION 2
Streamline funding to enable more aspiring teachers to serve as tutors

THE PROBLEM

Current policies do not allow funds to be spent where they are most needed to support high-impact tutoring programs that mobilize aspiring teachers as tutors.

SOLUTIONS FOR STATE LEADERS

- Create aspiring teacher stipend programs (e.g. direct payment, scholarships, loan forgiveness, tuition reimbursement) for individuals serving as high-impact tutors.
- Establish grant programs to high-needs schools to carry out high-impact tutoring programs that mobilize aspiring teachers, and others, as tutors.
- Include tutor and student-teacher-related travel as eligible for free or reduced-fare transportation vouchers available through state and municipal public transit agencies.
- Authorize and fund positions for educator-preparation programs and school systems that can support the design and operations of community-based high-impact tutoring partnerships.

POLICY RECOMMENDATION 3
Ensure program and tutor quality so that students learn and tutors become strong teachers

THE PROBLEM

A multitude of providers offer tutoring services to PK–12 schools, but many do not follow research-based practices that will actually accelerate learning for PK–12 students. **Data from the U.S. Department of Education** indicates that 56% of schools used funds for high-impact tutoring in the 2021–2022 school year, but **recent reporting** reveals that not all programs who call themselves high-impact adhere to the **characteristics of high-impact tutoring**.

SOLUTIONS FOR STATE LEADERS

- Establish processes for approving and direct funding and support to high-impact tutoring initiatives. These processes should be differentiated to recognize the various types of programs that can support high-impact tutoring initiatives, including educator-preparation programs. These processes should also denote how each of the programs satisfies the characteristics of high-impact tutoring as defined by research.
- Strengthen data collection and reporting on academic interventions, including tutoring, in order to facilitate ongoing research and hold tutoring initiatives accountable.

THE PROBLEM

Tutor quality goes hand-in-hand with program quality. But in the rush to mobilize large numbers of tutors over the past three years, states have underinvested in training and supporting tutors.

SOLUTIONS FOR STATE LEADERS

- Ensure that approved high-impact tutoring initiatives train tutors to deliver rigorous, affirming, and inclusive small-group instruction
- Prioritize research on the impact of high-impact tutor training protocols, especially those that are grounded in the science of how students learn and aligned to the use of high-quality instructional materials
- Create a system of microcredentials for high-impact tutors who demonstrate skillfulness. At a minimum, this system should be designed to signal additional value to schools hiring tutors and allow tutors to satisfy specific program and/or state licensure requirements
- Designate mentorship of high-impact tutors as a method for experienced educators to satisfy professional development hours required for licensure renewal

The role of policy in creating enabling conditions for communities to meet every student's unique needs and develop a strong pipeline of teachers cannot be understated. By collaborating with initiatives like those represented in the ATTN, leaders can ensure policy decisions are guided by practice. This type of collaboration is needed to ensure policy doesn't fall short on implementation and remains committed to leveraging and growing the research base necessary to support effective practice.

Deans for Impact and the Aspiring Teachers as Tutors Network stand ready to state leaders to scale and sustain successful, high-impact tutoring initiatives that mobilize aspiring teachers as tutors.

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SEE THE FULL POLICY FRAMEWORK:
Mobilizing Aspiring Teachers as Tutors: Policy Solutions to Accelerate Student Learning and Strengthen Teacher Pipelines

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