MOBILIZING ASPIRING TEACHERS AS TUTORS

AN ACTION PLAN FOR FEDERAL POLICY LEADERS

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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 FEDERAL 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 FEDERAL LEADERS**

- The Department of Labor should approve National Guideline Standards for Registered Apprenticeship Programs for the occupation of PK-12 Teachers that define high-impact tutoring as an on-the-job learning experience that occurs early in the apprentice’s wage progression.

**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 FEDERAL LEADERS**

- Revise federal education-related funding streams to enumerate and define high-quality tutoring as an allowable use of funds, including the Elementary and Secondary Education Act of 1965, the Higher Education Act of 1965, and the Workforce Innovation and Opportunity Act (WIOA). See Appendix B in Mobilizing Aspiring Teachers as Tutors: Policy Solutions to Accelerate Student Learning and Strengthen Teacher Pipelines.
- Streamline processes for establishing community service programs and positions. This includes:
  - Establishing a process for approving tutor positions as national service positions and a degree or a certificate of completion for a term of service.
  - Developing a program under which national service educational awards can be distributed to tutors upon completion of service.
- Prioritize Community Funding Projects that support high-impact tutoring initiatives that mobilize aspiring teachers as tutors, prioritizing initiatives that serve high-need schools.
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 support federal leaders to scale and sustain successful, high-impact tutoring initiatives that mobilize aspiring teachers as tutors.

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