Developing Tutoring and Mentoring Partnerships Through Educator Preparation Programs

Steve Wojcikiewicz

Abstract

As the popularity of tutoring grows nationwide, educator preparation programs (EPPs) are uniquely positioned to provide tutors for local school districts. This brief examines four programs that responded to pandemic conditions by offering tutoring as part of a learning acceleration strategy for k-12 students. The benefits to students of these one-to-one supports for learning were matched by benefits to teacher candidates serving as tutors, including productive student teaching placements, stronger relationships with students and families, and more hands-on opportunities to practice differentiated instruction. Recommendations for implementing such initiatives include creating formal partnership agreements, adopting clear standards for effective tutoring embedded in EPP coursework, and developing flexible training modules paired with intensive individual preparation from faculty.

Introduction

As reports of teaching shortages across the country continue to grab headlines, districts are looking to their partnerships with local EPPs to help address staffing challenges. At the same time, schools and districts need tutors ready to work in high-quality, intensive programs, not only for learning recovery but also for learning acceleration. Many districts are seeking to leverage federal recovery dollars through the American Rescue Plan Act, which requires local education agencies (LEAs) to set aside 20% of funds for learning recovery. EPPs enrolling teacher candidates who are interested in local district employment are ideally positioned

to help districts meet both demands. The intersection of educator preparation, tutoring, and mentoring can provide opportunities to better meet all students' needs and to support a well-prepared, stable, and diverse educator workforce.

In the COVID-19 era, some EPPs have leveraged tutoring both as a response to student needs during the pandemic and as a pathway into the profession, facilitating the employment or assignment of teacher candidates across all subjects and grades as tutors in their local districts. Maintaining this promising practice can preserve pandemic-era innovations in ways that meet the needs of the teaching profession and local communities while also enhancing students' academic, social, and emotional learning. To this end, EPPs can incorporate tutoring into regular preparation programming, with candidates developing an expanded repertoire of knowledge, skills, and dispositions as they prepare for and participate in their tutoring experiences.

This promising approach may offer broad benefits. Districts can tap into a supply of well-trained, highly effective tutors while offering candidates additional opportunities for clinical practice. Paid tutoring opportunities can expand access to high-quality preparation, a critically important step for diversifying the teacher workforce. With funding a concern for districts, EPPs, and teacher candidates, merging high-quality preparation and high-quality tutoring could create opportunities for efficiencies, merge funding streams, and institutionalize long-term commitments and support. These same systems may form the foundation of EPP-to-district teacher pipelines that can continue to provide positions for candidates and teachers for schools.

This brief describes innovative practices at four programs in California, Maryland, and North Carolina. Drawing from interviews with EPP tutoring program administrators, it lays out how EPPs are meeting the needs of schools and students, reimagining practicum courses for candidates, and building stronger relationships with school districts through new tutoring and mentoring programs.

Promising EPP Tutoring and Mentoring Programs

We interviewed district and university employees associated with four programs:

1. **Project Math Success**, housed at **North Carolina Agricultural and Technical State University (NC A&T)** and initiated by the dean of the College of Education, employs graduate assistants with $20,000 stipends in partnership with Guilford County Schools for in-person tutoring, primarily for high school students but with some middle school students included. Sessions are 30 to 50 minutes in length, and tutors work with one, two, or three students at a time. Tutors work with the same students continuously and can meet more than once per week, depending on need.

   Overall, graduate assistants work for 20 hours a week, which includes 2.5 hours of virtual, asynchronous professional development modules; 14-15 hours of actual tutoring; 1 hour of planning and collaborating with teachers; and 1.5-2.5 hours of planning. Each graduate assistant is able to serve 34 students per week, on average. These graduate assistants come not only from the College of Education but also from the Colleges of Agricultural and Environment Sciences, Business and

Economics, Engineering, and Science and Technology, as well as the Joint School of Nanoscience and Nanoengineering. Eighty-three percent of these graduate assistants identify as Black, mirroring the racial composition of the students they serve. Graduate assistants are trained using virtual modules designed by faculty, and they receive intensive, ongoing feedback. Project Math Success, led by a faculty member in math education, exists as part of a comprehensive portfolio managed by a new tutoring office in the district that coordinates tutors across multiple local universities using federal recovery dollars provided by the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

2. CalTeach at the **University of California, Berkeley**—a program that has provided undergraduate STEM majors with the opportunity to earn a teaching credential and minor in education since 2006— pivoted its practicum requirements to meet the challenges and tutoring needs of the pandemic era. When CalTeach candidates were unable to complete their teaching practicum placements in person in spring 2020, they shifted to virtual tutoring. This shift led to the creation of a new CalTeach Tutoring Program, offering candidates opportunities to work with mentor teachers in a more traditional student teaching placement or to work directly with families as a STEM tutor. Tutoring begins during the third week of school as part of an introductory course, K-12 Tutoring in Science and Mathematics, resulting in 1 hour a week of tutoring over 12 weeks and serving as a starting point for those interested in pursuing their teaching credential. More than 200 UC Berkeley undergraduates, who are compensated at a rate of $17.50 per hour via corporate foundation grants, participate.

3. COE TUtors at **Towson University in Maryland** has been providing a statewide network of tutors through its College of Education (COE) via free online tutoring on Zoom since fall 2020. Teacher candidates, trained for their assignments by COE faculty, design lessons for each tutoring session based on students' needs and individualized education plans, and they communicate directly with families via email. Candidates must complete 10 hours of tutoring, under supervision by EPP faculty, as part of their course requirement. In their training, tutors learn and use culturally responsive, evidence-based practices and provide families with feedback on student progress after each session. The COE is continuing to build on early program success by reaching out to additional community organizations as well as to districts directly. Over 1,000 students in grades k-12 were served during the 2020-21 academic year, including 150 English learners, a reach made possible by federal recovery support in the form of Governor's Emergency Education Relief funds.

4. At **Sacramento State**, all students interested in entering a College of Education teacher preparation program must complete the Introduction to Bilingual Education course. This course is especially useful for those in the Bilingual/Multicultural Education minor and was reimagined in response to the pandemic to expand the role of candidates in working with k-12 students. Previously, students without prior experience working with English learners had to complete 10 hours of conversational practice with an English learner, typically a person they found on their own. Now, the College of Education partners with the Twin Rivers Unified School District to give candidates the opportunity

to provide mentoring to, and engage in conversational practice with, English learners in grades 7-12. Currently, two sections of this course are formally connected to the district, providing mentoring support for more than 50 English learner students, with district funding.

Addressing Student Needs With Tutors and Mentors

Academic tutoring for individuals and small groups and one-on-one mentoring have emerged as accelerated learning strategies in response to the pandemic. When aligned with research-based practices, tutoring can also produce rapid gains in student learning. Key elements of high-quality tutoring, derived from an extensive research base, include:

- frequent (three or more times per week) tutoring sessions of sufficient duration (30 minutes or more) that occur during the school day whenever possible;

- quality training prior to the first tutoring session, followed by ongoing support; and

- structured tutoring session time that is well aligned with the school curriculum instead of unstructured "homework help."

Demand for tutors started early in the pandemic, as some districts used tutoring as a short-term answer to bolster remote learning. The practice has expanded over time. According to the American School District Panel, in a nationally representative survey conducted by the RAND Corporation, 60% of districts reported that they were offering either small-group or one-on-one tutoring in the spring or summer of 2021. Half of these districts focused on tutoring only for students who were academically struggling, but others deployed universal tutoring models to provide extra help to all students.[1] Universal tutoring can reduce any potential stigma caused by being singled out for receiving such help, particularly when integrated as part of an expanded learning time strategy.

Wider adoption of tutoring can be seen as a case of challenge inspiring innovation, as families "were in really serious crisis around trying to do work and manage their children's schooling," according to a CalTeach program coordinator. Across tutoring programs, coordinators described the high demand for additional tutoring connected to the arrival of COVID-19. When Towson University's COE TUtors program launched its application for k-12 students to receive tutoring from teacher candidates in fall 2020, a lingering question remained: How would program staff handle marketing and recruitment? Then the application went viral. Staff received over 1,000 applications from families across Maryland within 24 hours, no marketing or recruiting required. That semester, 475 students were matched with Towson teacher candidate tutors.

At NC A&T's College of Education, Project Math Success began in fall 2020 and quickly grew from 7 to more than 30 graduate assistants employed by fall 2021, leading to the signing of a formal contract with Guilford County Schools. Each of these NC A&T master's and doctoral students, some training to be mental health counselors,

receives a $20,000 stipend thanks to federal CARES Act funding for institutions of higher education. Of particular note for this program is the role that historically Black colleges and universities like NC A&T are ideally positioned to play in broader efforts to recruit and prepare a more diverse teacher workforce.

Tutoring can also be intentionally designed to reach historically underserved populations. While families with means routinely hire tutors for their children, others are unable to afford them. As a Towson program coordinator noted, "As a country, we are evolving our idea of what instruction is and who it can support." At NC A&T, graduate students in training to become mental health counselors are assigned to work with students in the juvenile justice system. At Sacramento State, mentors focus exclusively on high school English learners, who have been the most responsive to partnering with local college students and most in need of a low-stakes environment to practice English. The Towson COE TUtors program worked with Baltimore County Public Schools' English to Speakers of Other Languages (ESOL) translator to identify a broader range of families who would be interested in virtual tutoring.

Finally, the use of data plays a critical role in identifying individual student needs and helping tutors to target instruction. CalTeach candidates are paying "a lot more attention to assessment in a more focused way" in their tutoring, according to a program coordinator. NC A&T works in tandem with the district's accountability department to use Measure of Academic Progress test scores to identify students who most need intensive help, providing a model that other programs can emulate. The district's data analytics department also created a separate app for tutors to track students' academic progress, which the program coordinator noted enabled tutors to ensure they are meeting "students where they are and making sure that we are differentiating the best we can." While many new teachers may struggle to differentiate instruction across a classroom of diverse students, tutoring gradually introduces teacher candidates to this essential skill.

While EPPs await systematic evidence of their effects on student outcomes, program coordinators shared compelling stories from students, candidates, families, and staff who expressed their appreciation for tutoring and mentoring. The coordinator at Sacramento State heard from a teacher who saw impressive results from the mentoring program and who shared that she was "seeing kids talk who I haven't seen talk all year long." Similarly, the UC Berkeley program coordinator stated, "We have seen the power of tutoring." UC Berkeley candidates described the tutoring experience to their coordinator as "so much fun," adding that they "really love working with kids, helping them learn, observing them learn." At Towson, the coordinator described families as being "so extremely grateful" and relayed an anecdote about a student who compared tutoring sessions favorably to dance lessons. These preliminary successes point to the power of cultivating stronger relationships between students and families and the tutors and mentors who support them.

Reimagining Existing Coursework and Fieldwork

Tutoring, whether in person or virtual, can become an integral part of teacher preparation, even if EPP-led tutoring programs were originally conceived as a crisis response to school closures. At UC Berkeley, tutoring placements "solved pandemic needs but could be seen as continuing past the pandemic," according to the

program coordinator. Now, K-12 Tutoring in Science and Mathematics has become a prerequisite course for teacher candidates as well as an elective for STEM majors more broadly. During this course, CalTeach candidates learn about effective STEM pedagogy, assessment, lesson plan design and revision, attention to equity in underserved schools, and child development. Candidates work with upper elementary and middle school students to practice their teaching as an alternative to being, as the program coordinator put it, "thrown into the classroom context."

Because K-12 Tutoring in Science and Mathematics in an introductory course, candidates are not yet enrolled in the CalTeach credentialing program, but they can use K-12 Tutoring as their first field experience. Such use of tutoring in elective courses and undergraduate minors can, among its benefits, encourage students not currently enrolled in EPPs to seek teaching certifications. Tutoring as recruitment also occurs at Sacramento State, where, as the program coordinator noted, mentoring "gives them [undergraduates] confidence" as they watch students' language abilities grow. This sense of accomplishment can spark potential interest in teaching as a career.

In addition to boosting recruitment, tutoring and mentoring partnerships have strengthened partnerships between districts and EPPs. All the program staff and faculty we interviewed noted this particular silver lining from the pandemic, highlighting the establishment of new channels of communication and coordination, beginning with requests for tutoring and continuing through traditional student teaching. Though tutoring can create logistical challenges in terms of matching students to tutors, the matching process can be another route for enhanced communication, allowing students to pick tutors and mentors with whom they share common interests. Sacramento State's program allows k-12 students to select their own mentors based on short profiles of shared hobbies in areas such as music and sports. This self-matching also decreases the workload for tutoring coordinators.

Similarly, innovative programs have addressed long-standing structural and scheduling problems between EPPs and districts. Virtual tutoring has shown a way to eliminate lengthy commutes for college students working as tutors, making it easier for them to meet their on-campus course requirements. Tutoring partnerships can also ease the perennial EPP challenge of finding sufficient clinical placement opportunities. The director of CalTeach at UC Berkeley noted that finding mentor teachers is easier now that her program has shifted to a more reciprocal model, focused on "really trying to figure out the community in which we live—what do they need, and how do we help?" In addition, most of the tutoring faculty at Berkeley are adjuncts who are either currently teaching or have taught in the district. These strengthened connections have improved communication between CalTeach and local districts, facilitating the adaptation of practicum experiences to the needs of k-12 students as well as teachers-in-training.

Finally, as tutoring itself can be virtual or in person, so can the tutor training. At NC A&T, the development of monthly asynchronous course modules allows tutors to complete 2.5 hours of training per week at times that fit their busy schedules. Tutors learn about, practice, and provide each other feedback on the content from these modules for 10 total hours of professional development per month. Project Math Success at NC A&T also makes

use of professional development resources through Teaching Works from the University of Michigan, as many of the graduate assistants from outside of the College of Education need additional support in learning how to tutor.

At Towson, free virtual training occurs through Saga Education's Coach platform.[2] Tutors then review Zoom recordings from their tutoring sessions and receive feedback from teacher education faculty. Since tutors always work in tandem with a certified teacher or faculty member as part of a course, this review process allows them to reflect on their teaching practices, including ways to better understand instances of cultural bias and how to address them in the virtual classroom. Teacher candidates watch videos of their own teaching and examine instances of cultural dissonance, which is particularly important since they are working virtually with students who are participating from their homes. At CalTeach, EPP faculty and graduate assistants also sit in on tutoring sessions to give timely feedback.

Ultimately, tutoring—whether virtual or in person—opens up new ways for teacher candidates to gain experience interacting with students before they begin full-classroom instruction. This, in turn, creates new possibilities for EPPs, and the tutoring innovations of the pandemic era have spurred preparation programs to reexamine and reimagine field experiences for aspiring teachers. These experiences show that tutoring has the potential to become a staple of educator preparation, possibly as a prerequisite to student teaching, though it might also serve to enhance regular placements or—as mentioned above—to provide candidates with compensation for their clinical experiences. To make any of these routes sustainable, however, programs will need to consider bolstering their embedded infrastructures to meet the challenges of coordinating tutor preparation and placement without overloading faculty and staff.

Building Stronger District and Family Relationships

While the tutoring programs described here were created or modified to meet immediate challenges of the pandemic, these new partnerships and stronger relationships between EPPs and districts could be widely replicated, though this would require ongoing and deliberate effort. When districts and EPPs have invested time upfront to strengthen partnerships, they have realized benefits for undergraduate, graduate, and k-12 students. As a Project Math Success coordinator said, in making such investments, it is important to focus on "authentic and purposeful collaboration" when initiating this work. Another potential guiding idea is that, as the innovative programs described here show, strengthening does not always mean adding new requirements or processes: Enhanced collaboration can also lead to streamlined policies and procedures.

At Sacramento State, Twin Rivers district administrators now visit each section of the Introduction to Bilingual Education class to introduce themselves and to acclimate undergraduates to their students' needs as part of what is, in the program coordinator's words, a "big cheerleading session." In the pre-COVID-19 version of this program, there was no such coordination with the district; undergraduates had to seek out 10 hours of bilingual education practice on their own to meet field experience requirements. The district also now pays for a credentialed teacher to supervise mentors after school by opening the Zoom classroom, placing

teacher candidate mentors and students into breakout groups, and dropping into groups as needed to listen and observe. This teacher also reaches out to families to troubleshoot attendance issues. This enhanced collaboration shows the value district administrators see in connecting their English learner students with Sacramento State undergraduates, who not only focus on academics but can also build enthusiasm for attending college.

The experience of virtual tutoring has also given teacher candidates a rare opportunity to learn more about students' families and homes, and at Towson these experiences are made possible by collaborative structures. As a Towson coordinator remarked, "They've never had this level of interaction with families, which we feel is incredibly valuable." In order to sustain these relationships, Towson developed an advisory board with representation from students' families. The board also facilitates the permissions for virtual tutoring. Doing so through the board "smooths out some of the administrative bumps" in the permissions process, according to the program coordinator, allowing families to sign permission forms directly instead of working through the school district as an intermediary.

An important step for facilitating these stronger partnerships, for both EPPs and districts, has been the identification of lead coordinators who ensure that tutoring occurs smoothly even when programs are serving hundreds of students. Staff working as dedicated coordinators have greater capacity to handle logistical challenges. They can also create more of the connections that strengthen clinical partnerships, as when Towson's COE TUtors coordinator worked with Baltimore County Public Schools' ESOL translator to reach more families. The Towson coordinator noted that, for this broader outreach, it was essential to work with "somebody else who the community can trust and who is within the school system as well," another example of an EPP-district connection serving an essential role in program expansion.

Sustaining Partnerships Through Consistency

Even in instances when tutoring is relatively short term during a single semester, significant achievement gains can occur in as few as 10 weeks, according to the most recent meta-analysis of tutoring, though this is so only if certain conditions are met. Consistency and expertise are crucial, as tutoring is most effective when it occurs on a regular basis, with a well-trained tutor paired with the same individual or small group of students to forge consistent relationships and build knowledge of how specific students learn over time.

To encourage regularly scheduled sessions, EPPs can leverage not only stipends but also course credits as incentives. At Sacramento State, undergraduates enrolled in the Introduction to Bilingual Education course participate in hour-long conversations every week with their mentees, allowing for crucial relationship-building and language acquisition along with, as the program coordinator described it, "focused time and an opportunity to practice English." Participation in these sessions also contributes to the undergraduate tutors' final project grade. At Towson, undergraduates must adhere to a regular schedule after deciding upon a time with families, though they have some flexibility in setting this schedule, either during weekday afternoons and evenings or during the day on Wednesdays. Through an online portal, both tutors and families accept this schedule and

hold one another accountable while still allowing for last-minute adjustments through email communication. At both Sacramento State and Towson, a minimum 10-hour commitment is required for undergraduates to earn course credit.

To promote consistency with the local curriculum, teachers can provide their syllabi or weekly lesson plans to tutors and, ideally, can meet with tutors directly. Guilford County requires NC A&T tutors and classroom teachers to meet for at least 30 minutes every week to plan content for each session, enabling the curricular alignment that is key for effective tutoring. In instances in which alignment with the classroom curriculum or scheduling time with district teachers is a challenge, EPP faculty work with tutors to develop their own lesson plans. Towson's tutoring program is clear that sessions are intended to build and reinforce students' skills rather than to provide homework help. Homework help does exist as a separate virtual option, which helps families understand the distinction between such help and high-quality tutoring.

For mentoring programs, predesigned conversational practice and prompts can help lessen the burden of planning each session. At Twin Rivers Unified School District, where 25% of students are English learners, the program builds consistency through a toolkit with sample lessons for mentors to use. This toolkit was particularly useful for mentors when students were not yet communicating in English. It also reduced the training burden, which was helpful in operating within the constraints of a semester-long course.

Lessons Learned and Policy Recommendations

Four common themes emerged from this analysis of program features and the experiences of program coordinators. These themes also drew upon coordinators' ideas about which policies and resources could better support their work, as well as the lessons they learned during the pandemic. These themes were connected to program funding, duration, and collaboration:

1. **The potential wide-ranging benefits to EPPs, districts, teacher candidates, students, and families.** These benefits included undergraduate and graduate students learning more about students and their families; teacher candidates learning how to assess student needs and differentiate instruction prior to managing a full classroom; historically underserved populations, such as English learners and juvenile justice students, receiving one-on-one attention, building positive relationships with adults, and demonstrating increased achievement; EPPs finding productive student teacher placements more easily; and districts increasing enthusiasm among their students for attending local colleges.

2. **The importance of sustainable, long-term funding for dedicated staff to handle logistics.** Effectively matching tutors and mentors to students was the most time-consuming task across all programs. To accommodate both the demand and the desire for tutoring, Guilford County Schools created a new department with three new staff members dedicated to coordinating across multiple local colleges and universities. NC A&T hired a new coordinator who serves as math education faculty and who explained, "A point person in each organization is critical." Towson University also hired a new coordinator

responsible for matching hundreds of students with tutors and with troubleshooting issues. In contrast, a program that was not featured in this brief (because it ceased operation) found the logistics of tutoring unsustainable once schools resumed in-person classes because it lacked dedicated staff positions and time.

3. **The need to ensure that tutoring is of sufficient and appropriate duration.** Towson coordinators noted that their initial tutoring period of 4 weeks—piloted early on in the program—was not sufficient, and they now seek at least a 10-week commitment, in keeping with the research literature. The most effective tutoring programs build relationships over time and meet three or more times per week, and significant achievement effects can occur within 10 weeks if there is targeted content, such as a focus on early literacy. Thus, a semester-long course can be an ideal time frame for high-quality tutoring when there are specific, measurable learning goals.

4. **The desire to collaborate with peer institutions to share best practices.** All of these programs were designing, staffing, and evaluating virtual tutoring programs for the first time, and all wanted to know how other EPPs and districts navigated similar obstacles. As a Towson coordinator put it, "It would be great to connect with other institutions that do this work," and while this coordinator was referring to the local connections offering opportunities to partner and to reduce the logistical burdens that come with tutor matching, such connections could also be established across states or even across the country.

To implement the learning contained in these themes for the establishment or expansion of such tutoring programs, it is recommended that EPPs and districts consider the following six steps:

1. **Formalize relationships between EPPs and districts through memoranda of understanding (MOUs).** Guilford County Schools required multiple MOUs across multiple universities, which included roles for several dedicated district and university staff members, in order to facilitate tutoring across its school system. MOUs, more so than informal agreements, can provide stability to the relationship between the district and the EPP.

2. **Develop flexible virtual tutoring training paired with one-on-one intensive feedback.** The use of EPP-created online training modules at NC A&T allowed tutors to receive more professional learning without placing additional burdens on instructors. In EPPs running several sections of tutoring coursework, uploading modules for pre-teaching purposes can provide tutors with a knowledge base that can allow instructors to focus on instructional tasks, such as reviewing lesson plans and providing more one-on-one feedback about tutoring sessions during class time.

3. **Engage communities, families, and community organizations along with districts.** Promising practices include the creation of new advisory boards where parents could provide input to both the EPP and the district. Another such practice is the use of open-access registration links like Towson's, which allow programs to reach families directly while still working with districts to gather data and target students most in need of these services. This outreach is critical to ensure that students who quickly opt in and tend to be higher performing are not the only students served when enrollment is opened.

4. **Create the structures and practices to institutionalize tutoring in educator preparation.** EPPs should articulate the knowledge, skills, and dispositions candidates need to engage in high-quality tutoring as well as those they will learn over the course of a tutoring placement. UC Berkeley's K-12 Tutoring in Science and Mathematics course provides an example. Embedding tutoring in rigorous courses can help these programs find a regular place in EPP curricula rather than existing as add-on activities disconnected from state standards and lacking in sustainability. If tutoring programs provide opportunities for candidates to work with families as well as in schools, or to participate in relationship-building as well as academic support, the range of potential learning for candidates is even broader. Intersections between tutoring placements and EPP-district workforce pipelines, or even to tiered state licensure systems, should also be articulated.

5. **Leverage federal and state funding sources—including recovery funds—to support the development of high-quality tutoring programs in partnership with EPPs.** Two of the programs highlighted in this brief—NC A&T and Towson—were able to launch tutoring partnerships by using federal relief dollars, which can cover costs for EPP or district program coordinators, training and supervision of tutors, and stipends for teacher candidates who serve as tutors. While the programs featured here varied in whether tutors received course credit, stipends, or hourly compensation, financial support is an important strategy for expanding access to teacher preparation. Funding could also be leveraged in states if such funding were directed to launching or expanding EPP-district tutoring partnerships. For example, Illinois, Tennessee, and Texas have already launched state grant programs to expand access to tutoring.

6. **Analyze data to improve and evaluate programs as part of a philosophy of continuous improvement.** While only one of these programs, NC A&T, is participating in a rigorous third-party evaluation, EPPs can still use their own data to adjust tutoring techniques, improve tutor-to-student matching, and evaluate the curricular content and length of sessions.

Over the course of the COVID-19 pandemic, all of the programs profiled in this brief have been learning as they go, just as educators across the country have been. But starting with the progress they have made, others can build upon these innovations, embed them into long-term structures, strengthen EPPs, and build a more robust pipeline of practice-based experiences for future teachers.[3]

Endnotes

1. See, for example: Taillefer, J. (2021, October 6). An educator's view: How my Newark charter school uses the power of tutoring—and the power of relationships—to achieve academic recovery for all. *The 74*. https://www.the74million.org/article/an-educators-view-how-my-newark-charter-school-uses-the-power-of-tutoring-and-the-power-of-relationships-to-achieve-academic-recovery-for-all/.

2. Saga Education's tutoring has been shown to improve student achievement according to rigorous randomized control trials, such as Guryan, J., Ludwig, J., Bhatt, M. P., Cook, P. J., Davis, J. M. V., Dodge, K., Farkas, G., Fryer, R. G., Jr., Mayer, S., Pollack, H., & Steinberg, L. (2021). *Not too late: Improving academic outcomes among adolescents* [NBER Working Paper No. 28531]. National Bureau of Economic Research. https://doi.org/10.3386/w28531.

3. Teacher preparation that focuses more on the work of the classroom and provides opportunities for teachers to study what they will be doing seems to produce teachers who are more effective during their first year. See: Boyd, D. J., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis*, *31*(4), 416-440. https://doi.org/10.3102/0162373709353129; Guha, R., Hyler, M. E., & Darling-Hammond, L. (2016). *The teacher residency: An innovative model for preparing teachers*. Learning Policy Institute. https://learningpolicyinstitute.org/product/teacher-residency.

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