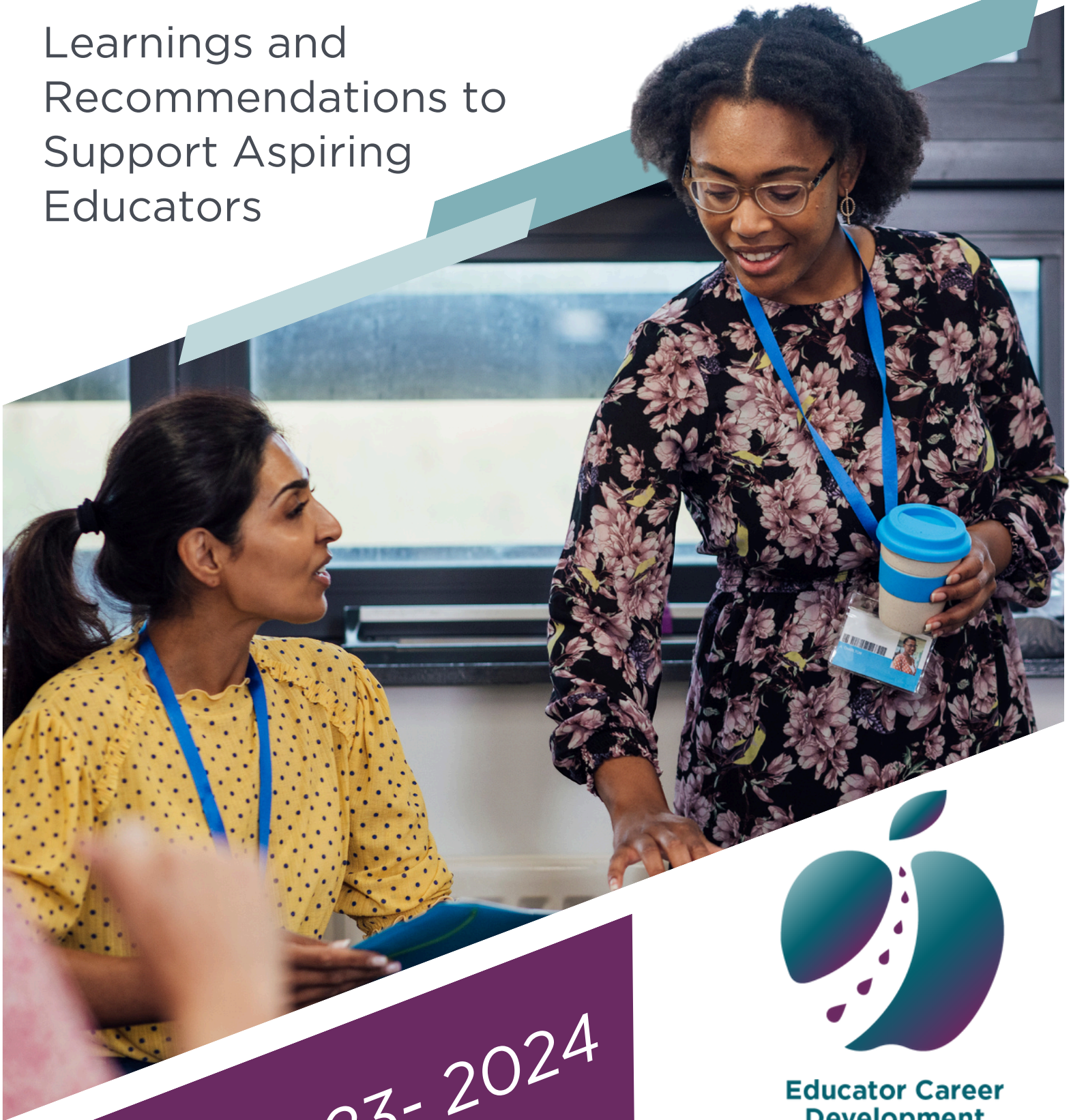


REPORT

# TUTORS-TO-EDUCATORS:

Learnings and  
Recommendations to  
Support Aspiring  
Educators



2023-2024




**Educator Career  
Development**  
by ExpandED Schools



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# Mission, Vision, and Values

## Our Mission

ExpandedED Schools is dedicated to ensuring that all young people in New York City have access to enriching programs that affirm their identities, teach them valuable skills, and spark new possibilities in and out of the school day. In order to achieve this mission, ExpandedED provides K-12 programs with curricula and support; trains educators; and advances the sector through policy and research.

## ExpandedED Vision

ExpandedED envisions a vibrant, stable, and equitable publicly-funded system of school-community partnerships so that all New York City children thrive.

## ExpandedED Values

- Advance equity and actively work against racism
- Build trust
- Honor voices
- Pursue excellence
- Create collaborative solutions that last

## Purpose

This report and research aims to inform stakeholders about the benefit of recruiting and supporting high-impact tutors in becoming full-time, certified teachers. Additionally, this report offers insight on the needs and skill sets of high-impact tutors and recommendations on their re-entry or continuation through the teacher pipeline.

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School Partnerships



**Educator Career  
Development**  
by ExpandedED Schools

As this report will highlight, ExpandedED Schools is interested in understanding barriers that may have initially stopped tutors from becoming teachers and how supports found in higher education and local organizations can help them become certified classroom teachers or enter other education careers. The Educator Career Pathways initiative joins Exploring Futures and FutureReady programs, which serve middle- and high-school youth, as well as ecosystem development through collaborative working groups. To that end, ExpandedED surveyed and interviewed high-impact tutors, tutor providers, school district teacher support staff, and community-based organizations to learn about the needs, support gaps and goals of tutors who are aspiring teachers and how they can become certified teachers in New York City’s public schools in order to serve the many needs of NYC’s youth.

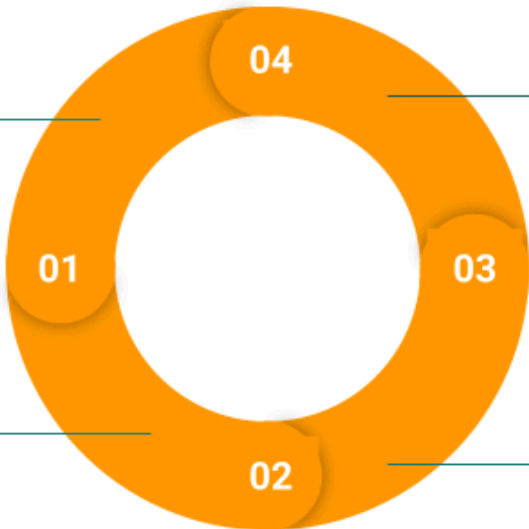
## ExpandedED Schools, Inc. Educator Career Pathways Strategy Programs

### Exploring Futures

A scalable career learning sequence for **middle schoolers** to offer aligned career awareness activities inside and outside of the classroom, such as a career exploration curriculum, field trips, and career panels.

### FutureReady

A partnership with the Office of Student Pathways at NYCPS to create a four-year work-based learning sequence for **high schoolers** to explore, plan, and prepare for future careers in education and youth development, including work experiences outside their classrooms.



### Ecosystem Development

ExpandedED leads two cross-sector workgroups that highlight connection points across the full landscape of teacher preparation activities, work-based learning programs, and other resources offered throughout the city.

### Educator Career Pathways

Educator Career Pathways is a collaborative initiative designed to support and empower **aspiring educators** on their journey towards careers in education and youth development by connecting them with professional development, networking opportunities, mentorship, and tools to enhance their understanding of and access to tangible career acceleration opportunities.

# Background

**Recruiting passionate, competent teachers has been a mission for boards of education since they were created.**

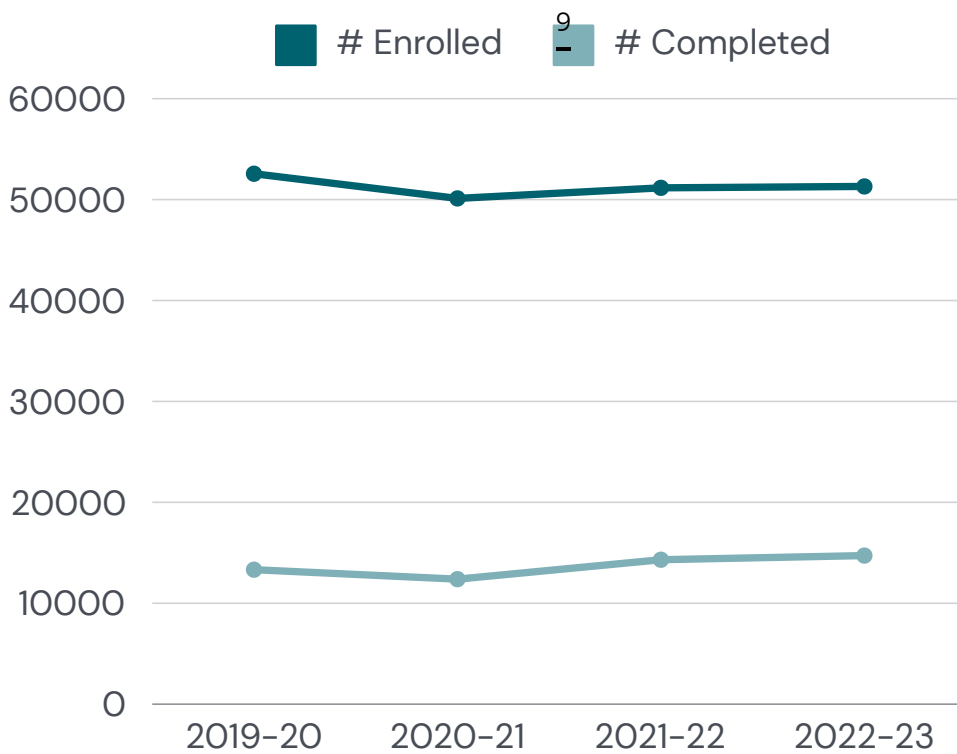
The requirements for becoming a teacher in New York State were designed to ensure that new teachers possessed the skills, attitudes, and content competency necessary to educate a diverse population of K-12 students.<sup>1</sup>

- New York State has more than 2.4 million K-12 students that need to be educated and new teachers are needed to guide their learning.<sup>1 2</sup>
- New York State education officials have stated that New York State will need 180,000 new K-12 teachers in the next ten years.<sup>3</sup>
- Additionally, about 17,000 K-12 teachers, including 6,300 special education teachers are needed in the next 5 years to fully implement New York City's smaller class sizes as mandated by the state.<sup>4 5</sup>
- In a state as diverse as New York, there is also a concern and need for the teacher and school leadership to more closely match the demographics of the student population. According to the New York State Department of Education, about 80% of teachers in public schools are non-Hispanic/White while 80% of students are not White.<sup>6</sup> Additionally, academic, behavioral, and social emotional student outcomes of all students increase when teachers of color are in their schools.<sup>7</sup>

Although many people are called to the profession, in 2022-23 only 29% of students who enrolled in New York State accredited teacher preparation programs graduated according to Title II data collected by the U.S. Department of Education.<sup>8</sup> In that school year 82.97% of those students completed traditional teacher preparation programs and 14.23% completed alternative teacher preparation programs.

## Enrollment & Completion Educator Education Programs

New York State students who completed teacher preparation programs by year.



**28.7%**

Percentage of enrolled students completed education degrees 2022-23

**2.4 M**

Students in New York State Public Schools

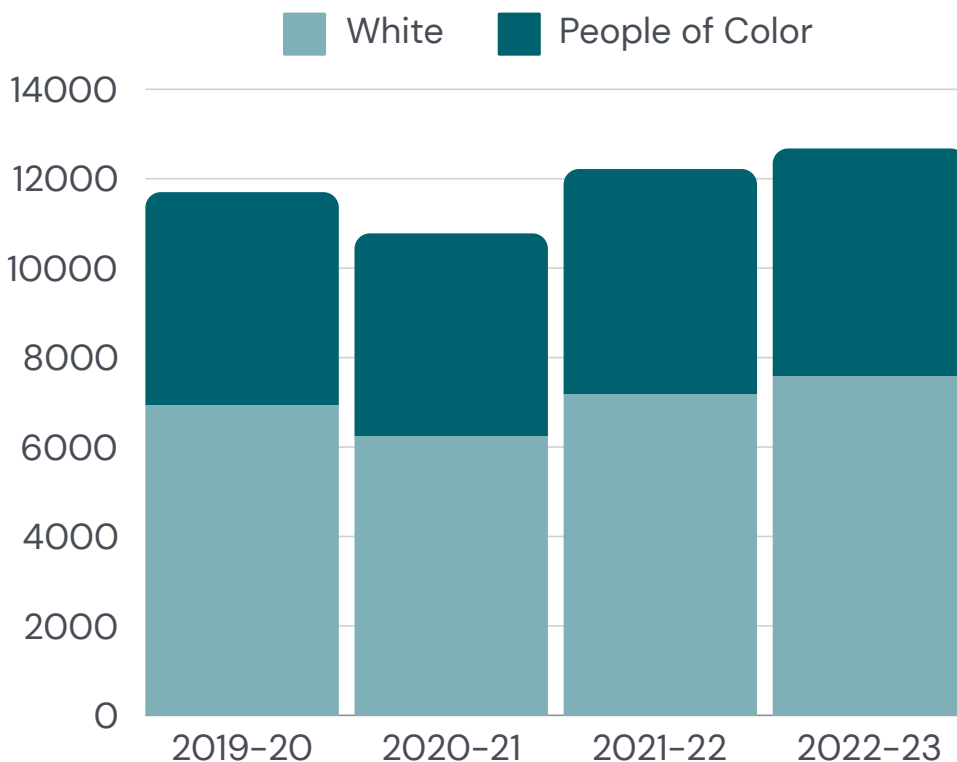
**180,000**

Teachers needed in New York State in next decade

Most students opt to enroll in a traditional teacher preparation program. According to the New York State Board of Education, the traditional route requires teacher candidates to attend an accredited school of education that will recommend candidates for certification. Recommendation is made to the state after completing coursework and fieldwork. Fieldwork is usually unpaid. Traditional routes are available in undergraduate and graduate college programs.

## Number of Traditional Route Graduates

New York State students who completed alternative educator education programs by year. <sup>9</sup>



**12,677**  
# of traditional route graduates in NYS 2022-23

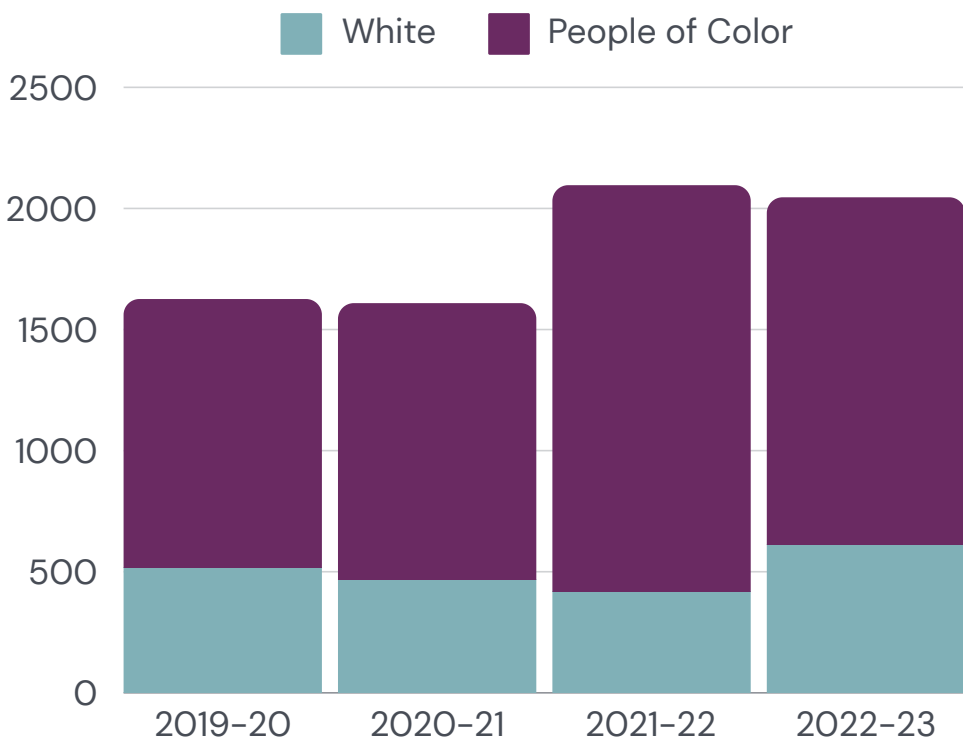
**83%**  
Students completed traditional route instead of alternative route

**41%**  
Traditional route completers were people of color in 2022-23

In 2022-23 14% of students opted enroll in an alternative teacher preparation program. According to the New York State Education Department, the alternative route requires teacher candidates to attend an accredited school of education that will recommend candidates for certification. Students apply for and receive a Transitional B certification in order to teach in public schools to complete required fieldwork. Fieldwork is usually paid by a partner school or accelerated program. Alternative routes are available for undergraduates but the majority lead to master’s degrees. Since master’s degrees are required for permanent certification in NYCPS, this route is favorable for students who are financially disadvantaged or want to teach right away.

## Number of Alternative Route Graduates

New York State students who completed alternative educator education programs by year. <sup>9</sup>




**14%**  
Of all teacher preparation students completed alternative route programs

**72%**  
Alternative route graduates identified as people of color

**3**  
Number of Years Transitional B certification is active





There are a host of reasons as to why individuals do not complete their teacher preparation.<sup>10</sup> The most cited reasons for not completing teacher preparation programs and certification are connected to lower capacities in financial resources and time. Additional research into these reasons may help policymakers and practitioners provide the most immediate supports to aspiring teachers. Meeting the needs of aspiring teachers during their pre-service phase may lead to closing the teacher shortage gap that currently exists in New York State and all over the United States.

As an intermediary concerned with the education and continued professional development of educators, ExpandedED Schools, Inc. is examining the ways high-impact tutors can complete New York State's teacher preparation process towards certification as part of its Educator Pathways Strategy. The strategy's goal is to expand access to the educator career pipeline for adults and youth in New York City.

# High-Impact Tutor Skill Set

**High-impact tutors are well suited to become teacher candidates.**

High-impact tutors are well suited to become teacher candidates. Tutors are trained to implement high-impact tutoring (HIT) standards.<sup>11</sup> Incorporating these standards into their sessions involves the same skill building that aligns with the National Association of Colleges and Employers' (NACE) "Competencies for a Career-Ready Workforce".<sup>12</sup> High-impact tutors work with students in a one-to-one or small group setting (usually 4 or less) and give a high dosage of instruction in one subject. Besides having a desire to help students meet their academic outcomes, high-impact tutors need to have strong communication skills. They are trained to help individual students meet or surpass pre-determined academic outcomes. They do this by continuously assessing each student's skills and differentiating their learning. As they are delivering instruction, tutors model and nurture social-emotional skill development with their students, which are necessary for student success and building strong relationships. Many tutors also gain practical knowledge about working in a school building and collaborating with teachers and school leaders during their experience.

Education Preparation Programs, such as Michigan Education Corps; Tutor-to-Teacher Pipeline collaboration between San Diego Mesa College, San Diego Community College, and the San Diego Unified School District; and American University's AU Future Teacher Tutors have had success in ushering tutors into the classroom.<sup>13 14 15 16</sup> ExpandedED Schools believes that tutors in NYC can also become classroom teachers with the right mix of supports.

# Research Process

## **Research for this report involved a variety of methods.**

Starting in November 2023, ExpandedED disseminated an intake survey to tutoring provider partners in its High-Impact Tutoring (HIT) initiative. The online survey captured demographic and educational attainment information about each tutor in the initiative, as well as information about their career and education experiences. The survey respondents were a mix of teachers who already worked at each participating school and tutors hired by participating tutoring providers. As an incentive, all respondents were eligible to receive a \$25 gift card or iPad, which were randomly selected after the surveys were submitted.

From that survey, interview subjects were solicited based on willingness to learn more information about current and future ExpandedED Schools' Educator Career Development (ECD) supports. Those supports include professional development, career coaching, an online teacher preparation resource hub, and financial assistance for costs associated with teacher preparation applications and exams. Interview questions and protocols, including an institutional review board (IRB) were assembled by ExpandedED's research and ECD teams.

Interviews were conducted by a member of ExpandedED's research team between April and May 2024. The interviews included questions about education and job experience, attitudes about tutoring, working in schools, and future career planning.

During the same time period, the ECD team interviewed New York City Public Schools (NYCPS) district academic intervention specialists, teacher leaders, recruitment directors, and community-based organizations about the career development needs of tutors in their schools and their views on teacher preparation programs, in general. Members of ExpandedED Schools' Education Career Pathways working group, also discussed the needs of current aspiring educators and how existing or to-be-created programs could meet their needs.

We then used a "bottom-up" approach to analyze themes and conclusions held across various groups of interviewees.

# Key Findings

## 01 **Tutors do not feel confident in their ability to lead a class of students**

- Student engagement and classroom/behavior management was mentioned the most by tutors
- Many expressed that they needed more practice in the field
- School leaders also believed that aspiring teachers need more practice with students pre-service; one also said alternative path teachers had more classroom experience

## 02 **Tutors need more development in professional and communication skills that colleges and schools expect**

- School leaders mentioned that the newer teachers (and tutors) could use more training in developing their professional skills
- While resources are available to assist tutors, tutors find them challenging to access and navigate without assistance. Tutors need support to articulate their needs clearly and make appropriate requests for mentorship and support to the right people

## 03 **Time management and work-life balance is important to tutors but also a hindrance to additional training**

- Tutors have many responsibilities to school, work, and family, plus personal time
- Tutors want more professional development but need to find the time
- According to the survey, Saturday and self-paced professional development sessions are preferred

## 04 **Job satisfaction and sustainability is a concern to tutors and school leaders**

- Tutors and school leaders were concerned about maintaining a long term commitment to the teaching profession due to the financial and time costs of completing coursework and fieldwork is a concern for tutors.
- Tutors and school leaders believe that having a mentor helps with retention in college and in the education profession

# Recommendations

Based on the key findings, the following recommendations should be considered when creating a tutor-to-teacher pipeline program.

## Vary methods and timing of professional development

Tutors are juggling a number of responsibilities so timing of professional development and career coaching sessions should be varied. A majority of the respondents to the intake survey preferred Saturday mornings and early afternoons for professional development sessions. Online, self-paced professional development sessions will allow participants to attend training at a time most convenient to them.

# Recommendations

Based on the key findings, the following recommendations should be considered when creating a tutor-to-teacher pipeline program.

## Mentoring over career coaching

The tutors that were interviewed and the school leaders cited mentoring as a needed support for aspiring and new teachers. A mentoring experience is perceived to be a long term relationship where the mentee can discuss various topics and give support. Having a trusted professional to talk to and problem solve with is seen as a way to be successful in the teaching profession. A mentor can also serve as a model for how to navigate the many steps to certification, including completing fieldwork, and job hunting.

# Recommendations

**Based on the key findings, the following recommendations should be considered when creating a tutor-to-teacher pipeline program.**

## **Expand professional development offerings**

Information and skill building sessions focused on teacher pathways and career building skills are offered by many teacher preparation programs and community based organizations that serve aspiring teachers. Adding practical workshops about classroom management, social emotional learning for students and tutors/aspiring teachers may build skills and confidence in the tutors, which will benefit the students they work with and themselves.

It was also expressed that tutors and aspiring teachers, in general, should be shown how their efforts have an overall positive impact on the students and school community. Therefore, sessions about school building culture, building relationships with students and families could be included in teacher preparation and enrichment trainings.

Tutors stated that they found fulfillment in watching their students grasp and master content knowledge. It will be helpful for them to understand how their service is part of a holistic system of goal setting and attaining for each individual student and the school community.

Lastly, the program should continue to offer workshops on financial aspects of college and teaching, developing teacher identity and professionalism, as those topics are of interest.

# Recommendations

Based on the key findings, the following recommendations should be considered when creating a tutor-to-teacher pipeline program.

## Work on partnering with districts and principals that can provide collaboration and fieldwork opportunities

Tutors and school leaders agree with existing and increasing research that over time more practice working with young people is key to new teachers being successful and retained in the classroom.<sup>17</sup>—

Partnering with district and school leaders is key to gaining access to classrooms. Therefore, organizations that work with tutors or tutoring programs can explore ways tutors can gain more experience working with youth inside their partner schools.

Other partners, such as afterschool programs, charter schools, and higher education institutions may also be able to offer internship or employment opportunities to people who would like additional hands-on experience.



# Recommendations

Based on the key findings, the following recommendations should be considered when creating a tutor-to-teacher pipeline program.

## **Continue to advocate for increased financial assistance and apprenticeship opportunities for aspiring teachers**

Interest in work based learning and apprenticeships has grown over the last several years. <sup>18</sup> Funding from federal, state, and local sources is increasing in an effort to build up the workforce in many industries, including education. <sup>19 20</sup> Advocacy for an expansion of these opportunities, especially apprenticeships, should continue in order to reach more aspiring educators who want a hands-on, guided preparation experience.

# Conclusion

Attracting people to the teaching profession is a critical need for our nation's schools. Despite tens of thousands of people entering teacher preparation programs in New York State, only about xx% complete those programs. To better understand the needs of tutors who want to eventually teach in our public schools, ExpandedED Schools conducted a study to learn more.

Our research found that tutors do not feel confident in their ability to lead a class of students and would like more practice. Tutors stated a need for professional and communication skill development for career success. Time management and work-life balance is important to tutors even as they recognize a need for more instruction and facilitation time. Lastly, the study found that job satisfaction and sustainability in their roles as teachers is a concern to those interviewed. These findings may give insight to practitioners and policy makers who are looking to narrow the gap of teacher preparation enrollees and completers as well as education leaders who are looking to onboard more people into the teacher pipeline. With teacher shortages being a concern due to smaller class size policies, people leaving the field, and less new qualified applicants, the students in New York's schools need swift action.

Programing informed by these findings and recommendations can help more people who want to be teachers reach that goal.

A pilot program proposal based on the findings and recommendations of this report, "[Tutors-to-Educators: Pilot Proposal FY25](#)" by ExpandedED Schools, Inc. is available.

# Case Study

## What is her path forward?

### Meet Lily

Lily started out as an international business major but switched to early elementary education in her sophomore year. She enjoys creating curriculum, especially because she feels student learning should be more focused on live activities over working on tablets. She feels strongly about this especially with ESL students. She is concerned that even though she will do fieldwork for her degree and is tutoring that she won't have enough teaching experience to lead a classroom of students. She is also concerned that teachers aren't respected and their workplaces seem to be unstable. She wants to teach but worried about the stress. She also mentioned that she's paid for additional professional development, required for certification, but would love enrichment PDs that she doesn't have to pay for.

### Pilot Benefits

- Free professional development
- Mentoring
- Online hub
- Learn from peers

**15%**

English language  
learners in  
NYCPS 2023

[Source](#)

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