DEANS FOR IMPACT

STRENGTHENING PIPELINES AND SERVING STUDENTS

How educator-preparation programs and K-12 schools can work together to leverage aspiring teachers as tutors

June 2021

INTRODUCTION

As educational leaders respond to unfinished learning from COVID-19, many have gravitated to tutoring as an effective intervention for K-12 students. And for good reason — high-quality tutoring is among the most **effective education** interventions ever to be subjected to rigorous evaluation (Dietrichson et al., 2017; Fryer, 2017; Nickow et al., 2020).

But as state and district leaders rush to establish and expand tutoring programs, they risk missing a fundamental opportunity to strengthen pathways into teaching while simultaneously supporting students, especially the most vulnerable.

At Deans for Impact, we believe that educational leaders should prioritize future teachers as high-quality tutors and embed tutoring as a foundational component of teacher preparation. We first made this recommendation in a July 2020 **policy brief**. Over the course of an immensely challenging school year, we have seen existing partnerships between educator-preparation programs and K-12 districts deepen, and new ones emerge. And we have heard from educational leaders who want to form new tutoring partnerships, but are unsure where to start.

This guide is a response to those inquiries. We draw upon in-depth interviews with teacher-educators, program administrators, and district officials across the country who have been working together to respond to the pandemic by embedding tutoring as a key component of preparation. We aim to explain why leveraging future teachers as tutors is a win-win and how educational leaders can do it.

We hope that educator-preparation programs — and their K-12 school partners — will walk away with tools and practical insights to strengthen pathways into teaching and simultaneously support student learning and well-being.

"We always talk about 'What did school closures do to us?' The answer is it brought us CLOSER TOGETHER."

- Teresa Luna-Taylor

Director of Bilingual/English as a Second Language Programs, Denton Independent School District

Reimagining early field experience at UNC Charlotte

UNC CHARLOTTE

Many early field experiences for teachers center on observation. Watch and learn, the conventional wisdom goes, and you'll figure out how to be a good teacher.

Drs. Samantha Gesel and Erin Washburn weren't so sure about that. The two UNC Charlotte faculty have both felt the power of practice and coaching, of trying out a new skill and getting immediate feedback. In 2020, when many of the usual early field experiences for teacher-candidates were disrupted by the pandemic, they saw an opportunity to reimagine clinical hours.

What started out as "co-conspiratorial whispers" quickly blossomed into a partnership with Charlotte-Mecklenburg Schools to utilize teacher-candidates as reading tutors for elementary students, in alignment with required coursework related to both reading methods and assessment.

After getting approval of the idea from her department chair and dean, Gesel reached out to colleagues at the district to discuss her plan. Core to the proposal was an inversion of the usual expectation of early clinical experiences, which typically include a checklist of required experiences for undergraduates to fulfill in coordination with their K-12 mentor teacher.

"We flipped that on its head and said, we'll give the undergrads all the training they need — we'll train them on the reading intervention and give them coaching opportunities, and all we need from you is to get kids to show up on a Zoom call and be that mediator with parents," she explained.

Gesel recruited colleagues and doctoral students to volunteer as coaches. Recently, the district standardized its literacy curriculum to **EL Education**, which takes an

explicit, systematic, and synthetic approach to phonics, moving from part to whole within a word. To align with this, the tutoring team utilizes **Sound Partners**, a turnkey, research-based tutoring program, which mirrors the daily routine and philosophical approach of EL Education.

"We've heard from tutors that the experience built confidence and an understanding of teaching that the traditional model for early clinical experiences — observe and learn — doesn't typically provide," Gesel said.

Instead of waiting until their student teaching begins to engage with students, tutoring is providing teacher-candidates with an opportunity to build the skills and self-efficacy they'll need to succeed as novice teachers.

"Tutoring allows candidates to be in the thick of it, instead of one or two steps removed. And I think that's always been a concern in teacher education, whereas these types of early clinical experiences that have coaching built in, that are connected to course content and to partner schools, prior to student teaching — that just continues to build credibility for the kind of work we're trying to do," Washburn said.

They'll scale the program next fall, thanks to funding from the Belk Foundation that has provided resources to systematize training for coaches and tutors and expand access to undergraduates enrolled in UNC Charlotte's elementary and special education literacy and/or assessment course. They'll be able to pay coaches and eventually hope to pay teacher-candidates as well.

Investing in coaching will increase the program's impact and sustainability. Next year, all tutors will continue to be coached by experienced educators, with a focus on principles of explicit instruction, fidelity to the foundational reading intervention, and positive behavioral supports. These areas mirror content from the coursework students will engage in through their reading methods and assessment courses within and beyond the tutoring semester.

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- Dr. Erin Washburn

Associate Professor of Reading and Elementary Education, UNC Charlotte

BENEFITS OF LEVERAGING FUTURE TEACHERS AS HIGH-QUALITY TUTORS

Mobilizing future teachers as tutors is not a new idea. Some programs in the Deans for Impact network have been doing it for more than sixty years. Nearly all programs offer teacher-candidates the chance to do some form of tutoring. But the pandemic recovery creates an opportunity to make *high-quality* tutoring central to preparation and to reduce barriers into teaching, particularly for aspiring teachers from disadvantaged communities.

High-quality tutoring is grounded in evidence-based practices, and should:

- Occur 1:1 or in small groups of no more than four students
- Include multiple sessions each week
- Match content- and grade-specific tutors and students in long-term relationships
- Align to local curriculum and instructional materials
- Support tutors with training and feedback from experienced educators

These characteristics align closely with a significant body of research into the characteristics of effective educator preparation. When future teachers have early opportunities to engage in the actual work of teaching (e.g. building relationships, listening to a student read aloud, responding to students' mathematical thinking), they are more successful during their first year in the classroom (Boyd et al., 2009). This research is also consistent with Deans for Impact's own findings on the importance of **practice** and **feedback**, and opportunities to **unpack standards** and **local instructional materials** and develop **sustained relationships with students.**

Additionally, by paying teacher-candidates — as **recently introduced federal legislation** aims to do — programs can address some of the **financial and logistical barriers** that often stand in the way of promising future teachers completing clinically rich preparation programs. Indeed, compensating future teachers during their preparation is one critical benefit of mobilizing them as high-quality tutors.

BUT WHERE TO START?

I. Convene stakeholders

One consistent theme that we heard across interviews is the importance of forming a core planning team made up of representatives from educator preparation, K-12 school partners, and, often, community-based organizations. Because high-quality tutoring programs require coordination among candidates, teacher-educators, K-12 teachers and school leaders, program administrators, district officials, and families, gathering input and co-constructing solutions is essential.

This will look different in each local context. Below are some key stakeholders frequently mentioned in our conversations:

FROM THE EDUCATOR-PREPARATION PROGRAM, INVITE:

- **Faculty or staff members who oversee clinical placements for teacher-candidates.**
  They may have titles such as Director of Clinical Placement, Director of Teacher Preparation, or Associate Dean for Educator Preparation and Partnership.
- **A decision maker who will be able to direct resources, cut through red tape, and get others on board.**
  They may have a title such as Provost, Dean of the School of Education, or Associate Dean.
- **Staff who can help spread the word internally or externally to recruit students and families.**
  This person may be on the Communications team or in an office of Community Engagement.
- **Faculty who are teaching or overseeing courses with an early field experience.**
  The perspective of these faculty is essential and sometimes they are the key driver behind a tutoring idea, as in the example from UNC Charlotte. In other instances, the planning team will have to build alignment around grade and subject area priorities before faculty can be identified.

FROM THE SCHOOL DISTRICT, INVITE:

- **An instructional leader who can articulate priorities and ensure that tutoring is aligned to local standards or design specialized instructional supports.**
  This person may have the title of Director of Instruction and Academic Accountability or Director of Curriculum and Instruction.
- **A decision-maker who will be able to direct resources, cut through red tape, and get others on board.**
  This person may have the title of Chief Academic Officer or Assistant/Associate/Deputy Superintendent.
- **Staff who can reach out to families and gather input on how to set up a tutoring program.**
  This person may have a title such as Parent Liaison, Community Relations Manager, Volunteer and Community Engagement Specialist, Communications Specialist, or Family Engagement Specialist.
- **Staff who specialize in risk management to anticipate safety concerns.**
  They may have the title Director of Risk Management, Risk Analyst, or Director of Human Resources.

FROM COMMUNITY ORGANIZATIONS, INVITE:

- **Directors of youth-serving nonprofits, such as the YMCA and Boys & Girls Club.**
  For tutoring that occurs after school or during school breaks, youth-serving organizations can provide facilities and meals and coordinate technology and transportation.
- **Program officers at a local or regional foundation.**
  Local philanthropy can convene and catalyze new partnerships, providing early planning support to get efforts underway.

Planning groups often set a regular meeting schedule, usually weekly or biweekly, and prioritized open, regular communication in between meetings. Successful partnerships reported regular phone conversations as well. “My advice is to develop strong relationships with your partner school district and build personal relationships there,” said Dr. Thea Williams-Black, who, as dean of the Division of Education at Tougaloo College, **deepened a tutoring partnership with Jackson Public Schools** in the midst of the pandemic. “Don’t just send an email; try to pick up the telephone, or schedule a Zoom call, or stop by in-person to explain what you’re planning.”

Forming a new partnership to benefit students and future teachers in Texas

It was a simple question that launched a new tutoring partnership in Denton, Texas: How can we help?

After the pandemic shut down schools in the spring of 2020, a group of faculty and staff from Texas Woman's University, the University of North Texas, and Denton Independent School District sat down together to brainstorm an answer.

"We always talk about *'What did school closures do to us?'* The answer is it brought us closer together," said Teresa Luna-Taylor, Director of Bilingual/English as a Second Language programs at Denton ISD. "Our emergent bilingual students needed help, so we came up with the idea to set up a homework help hotline for students to call."

University students studying to become certified bilingual teachers staffed the hotline, each volunteering two to four hours a week to provide tutoring to elementary and middle school students in English and Spanish during the school day and in the evening.

A working group sprang up around the idea as it developed. District and university team members set up a biweekly meeting, called *JUNTXS*, which involved key decision-makers from all three institutions. There, they hammered out implementation details, such as how to structure virtual meeting spaces to keep students and tutors safe and supported.

The team developed a set of protocols designed to manage risk, which included providing background checks to all tutors and requiring children to keep their cameras off during sessions. They captured this information in a handbook provided to tutors, along with notes about how to answer calls, strategies for building rapport, and how to refer children who needed further support to district staff.

TEXAS WOMAN'S UNIVERSITY

"Candidates know this experience is life-changing — not only for them, but for their community."

- Dr. Jorge Figueroa
Associate Professor of Bilingual and ESL Education,
Texas Woman's University

Bilingual teachers in the district and leadership in the Bilingual/English as a Second Language department supported the teacher-candidates. This provided the district with an opportunity to form relationships, which they anticipate will help to recruit those candidates to full-time teaching positions after graduation. Having already gained an understanding of the community through tutoring, those future teachers will be an especially good fit in Denton ISD.

"Candidates know this experience is life-changing — not only for them, but for their community. That's something they may have never experienced before in their classes. They're seeing that awesome triangle approach that we preach – families, schools, and communities – in action," said Dr. Jorge Figueroa, Associate Professor of Bilingual and ESL Education at TWU.

Moving forward, the partnership hopes to expand the tutoring program to serve bilingual children who speak languages other than English and Spanish as well. The university team would like to create a database of undergraduates who speak low-incidence languages who could be tapped to serve as tutors and continue to add support in new languages, grade levels, and content areas. They're also exploring how to formalize tutoring as an official early field experience, seeing it as a valuable and innovative way for future teachers to gain practical experience working with students.

II. Align around instructional goals for K-12 students and teacher-candidates

At Deans for Impact, we often talk about the importance of **alignment** — both within educator-preparation programs and between programs and K-12 school partners. Successful tutoring partnerships are built around this foundational idea.

Start at a high level: *What does each institution hope to get out of a tutoring partnership? What needs must be met? What would success look like for teacher-candidates and students? How will the team measure and define success? What will it take to reach the goals articulated?*

"The best advice that I have is that to be sure, as you're planning and growing these types of dynamic opportunities, that there's some level of reciprocity — so that the EPP and the district are helping each other and meeting each others' needs," said Jenny Johnson, Director of Teacher Preparation and Development at Northern Illinois University. "The key is reciprocity and openness to collaborate."

After the big-picture goals have been articulated, begin backwards planning to determine what type of curriculum and instruction will allow the tutoring partnership to achieve them.

CONSIDER QUESTIONS SUCH AS:

- **What academic content does the district aim to prioritize, and why?** Partners often use formative assessment data to identify grade levels and subject areas to prioritize for tutoring, enabling effective matching of students, tutors, coaches, and instructional materials. In addition to academic content, partners also identified goals related to culturally sustaining pedagogies and student identity development, for example.
- **Where in the arc of experiences do future teachers develop skill in that content?** For tutoring to serve as a high-quality clinical experience — and not merely as a supplemental, but disconnected, activity — it must be embedded within coursework. For instance, if the tutoring focus is early literacy, it should be embedded in early literacy coursework.
- **What are the specific knowledge, beliefs, and skills that partners aim to develop in future teachers and K-12 students? How will these be evaluated?** Partners set intentions at the outset and put mechanisms in place to monitor progress over time. They aim to align goals for future teachers with goals for K-12 students. For instance, they might align teacher-candidate goals for assessing students' phonemic awareness with students' early literacy goals.
- **Are there students on campus outside of the school of education with deep content knowledge — such as STEM students — who could be invited to serve as tutors?** Not all students enrolled in teacher-preparation coursework initially plan to become teachers. By recruiting new students into course-embedded tutoring, EPPs can generate interest in teaching and expand the pipeline of future educators.
- **What type of K-12 instructional materials will be used by tutors? Who will train tutors on instructional materials?** Tutoring is a chance for future teachers to engage authentically with commonly used instructional materials. Partners carefully select high-quality instructional materials, enabling aspiring teachers to develop fluency with materials they may encounter in future roles and to free time to focus on student thinking and relationship-building without having to develop materials from scratch. K-12 students benefit from the scaffolded, intentional design of high-quality instructional materials.
- **How will university faculty embed support to tutors within coursework?** Faculty intentionally scaffold support via coaching and assignments that help tutors unpack the instructional materials, anticipate student misconceptions, and analyze formative assessment data.

It may be helpful to write down shared goals and keep them in a common place, so that new team members joining the planning group later on can easily reference them.

Aligning around instructional goals in New Jersey

The NJ Summer Tutoring Corps Program, a partnership between **The College of New Jersey** (TCNJ), the **New Jersey Pandemic Relief Fund**, and the **Overdeck Family Foundation**, aims to help thousands of K-5 students accelerate their mathematical knowledge and skills. The team arrived at that instructional goal by looking at **data**.

"We used the data to figure out where we could start to make a difference in the state," said Dr. Suzanne McCotter, Dean of the School of Education at TCNJ.

With that guiding focus, the university's math education faculty sought instructional materials. At the time of publication, they were considering **Illustrative Mathematics** with supplementary materials from **Bedtime Math**, a free resource accessible to all.

"We're going to have our tutors working in depth with one child at a time within small groups. We need a tool like Bedtime Math to engage the other children within the group while the tutor works with each individual," Dean McCotter explained.

The team is recruiting 300 tutors to work with 2,000 students statewide, hiring primarily preservice or paraprofessional educators to work as tutors "so that we don't have to start from scratch on training them," McCotter explained. "There's also a huge benefit to the teachers — many have done their clinical hours virtually during the last year or totally missed out on early field experiences."

The team designed a weeklong virtual boot camp for tutors before the summer program launches. In the morning, tutors will learn the math curriculum and formative assessment, along with practical skills and safety protocols. In the afternoon, they'll explore some of the program's high-level goals, such as practicing anti-racist pedagogy and strategies to support social-emotional learning. Throughout the summer, tutors will be coached by experienced, licensed educators serving as site coordinators. Tutoring will take place at local community organizations, such as Boys & Girls Clubs of NJ.

"We used the data to figure out where we could start to make a difference in the state."

- Dr. Suzanne McCotter
Dean of the School of Education, The College of New Jersey (TCNJ)

III. Plan for implementation

After aligning around instructional goals, partners with whom we spoke next turned to logistics. This sequence is critical. It can be tempting to jump to the logistics of a tutoring model, especially given time constraints and the urgency of the moment. But successful partners did so only after first agreeing upon the instructional vision.

TO DEFINE LOGISTICAL DETAILS, CONSIDER QUESTIONS SUCH AS:

- **Given instructional goals, what is the ideal cadence and timing of tutoring?** Will a central coordinator help tutors and students set up times to meet, or will each pair determine their own schedule? High-quality tutoring requires multiple sessions each week. But in addition to the number of sessions, partners also considered the pacing of selected instructional materials and the goals for students. Tutors often meet with K-12 students in cycles that are aligned with an instructional framework and teacher education coursework requirements.
- **How will the team involve and engage parents? What kind of support do families need?** To reach families, partners used multiple touchpoints: sending messages through a parent liaison, teacher, or principal; offering an orientation session for families; creating a hotline for parents to call with questions; sending books home after sessions; or inviting parents to sit in on virtual sessions and learn strategies for supporting their child's learning. “A big benefit of virtual is that parents often sit in on the sessions, and they learn how to work with their child more effectively at home,” Dr. Laurie Henry, Dean of Salisbury University's Seidel School of Education, said.
- **How might community partners provide extra resources, support, or meeting spaces?** The partners who launched the NJ Summer Tutoring Corps decided to host tutoring sessions at local community centers such as Boys & Girls Clubs. This will help the program to launch quickly at scale. If the initiative succeeds, partners will explore running sessions during the school year at sites within the state’s 600 districts.
- **How will partners compensate tutors?** Course-embedded high-quality tutoring can not only strengthen preparation and satisfy field experience requirements, but also offset the costs of preparation so that aspiring teachers do not need to choose between a job and preparing to teach. While many partners we spoke with are not yet compensating teacher-candidates, they hope to do so in the future – a goal that we at Deans for Impact strongly share.
- **How will the program design satisfy early state field experience requirements?** To be most beneficial to aspiring teachers, tutoring should satisfy early clinical field requirements, which vary from state to state (For more details on each state’s requirements, visit Appendix A on page 17). Partners can design to meet the minimum thresholds set by states.
- **How will the team ensure compliance with district and state laws and human resource policies?** Many districts require background checks of any individual working directly with K-12 students, and many have adopted specific policies related to use of video technology since the pandemic began. Partners worked through these compliance issues together, often drawing on a track record working on issues related to traditional field experiences.

How can tutoring satisfy our state's early clinical requirements?

High-quality tutoring is well-positioned to serve as early field experience for future teachers. For purposes of this report, we define early field experiences as the practice-based opportunities typically required prior to traditional student teaching, an internship, or a residency placement. While requirements vary by state, state policies usually address five categories:

1. **Length:** Does the state require a specific number of early field experience hours, days, etc.?
2. **Modality:** Does the state require early field experiences to be completed in a traditional K-12 classroom/school building or are non-school based settings permitted?
3. **K-12 mentor:** Does the state require teacher-candidates to be matched with a K-12 mentor teacher during their early field experiences?
4. **Observations (number):** Does the state require a specific number/sequence of observations to be completed during the early field experiences?
5. **Observations (modality):** Does the state allow observations to be completed using video technology?

In the appendix, we've compiled a summary of minimum early clinical requirements for all 50 states and Washington, DC. Programs should give consideration to state requirements in order to ensure that the design of a high-quality tutoring placement will satisfy these requirements. However, minimum state requirements should be seen as a floor, not a ceiling. Many programs have internal policies that exceed the mandated minimum. Effective programs design experiences based on a coherent and aligned arc of teacher-candidate learning.

IV. Evaluate and Sustain

As the tutoring initiative launches, partners put strategies in place to evaluate and sustain its implementation. This is a critical opportunity to collect data that could help garner further funding and resources for the program in the future.

CONSIDER QUESTIONS SUCH AS:

- **How will the partnership analyze evidence of student learning?** Consider aligning progress monitoring with K-12 benchmark assessments or introducing measures of student learning specific to the program's instructional goals.
- **How will the program analyze evidence of changes in tutor knowledge, belief, and skill?** Understanding the impact on tutors and collecting both qualitative and quantitative data on tutor experience helps the team make improvements.
- **What outcomes are we seeing? Why do we think that we are seeing those outcomes? What might we need to do differently?** One benefit of starting with a cross-institutional planning team is that its members are able to engage in after-action reviews, debriefing actual outcomes in relation to the group's anticipated goals.
- **What sources of funding currently exist to support high-quality tutoring?** Since March 2020, federal lawmakers have passed three pieces of legislation to support schools as they recover from the pandemic. These bills included historic, one-time investments to support our nation's educational recovery. Tutoring partnerships have drawn on the following sources:
  - **Governor's Emergency Education Relief (GEER) Funds:** Two of the three recent federal stimulus bills provided governors with approximately $4.3 billion to support educational relief. Governors must allocate the funding within one year of receiving it. While most states have expended GEER I funds (the last of which are set to expire in June 2021), many states are just beginning to decide how to utilize GEER II funds (which are set to expire in January 2022).
  - **Elementary and Secondary School Emergency Relief (ESSER) Funds:** Each of the three recent stimulus bills provided direct assistance to Local Education Agencies (LEAs) to support educational recovery. These funds also include specific state set-asides to State Education Agencies (SEAs). In the most recent funding (**ESSER III**), lawmakers set a requirement that LEAs "reserve at least 20% of funds to address learning loss," and that SEAs reserve 5% to address learning loss; 1% for summer enrichment programs; and 1% for after-school programs. For a full breakdown of available federal emergency relief funds, specific uses, and timelines by state, see the "**Elementary and Secondary Emergency Relief Fund Tracker**" by the National Conference of State Legislatures.
- **What sources of funding might exist in the future?** In the coming year, many tutoring programs will be launched or expanded with one-time federal stimulus funding. This is a good opportunity to advocate with state and local leaders to leverage available stimulus funds in support of tutoring partnerships. However, long-term sustainability will require partners to identify additional funding streams, so that the benefits of the program do not end when the one-time funding does. Deans for Impact has advocated for federal funding to support ongoing tutoring partnerships between educator-preparation programs, K-12 school systems, and community-based organizations. This was recently introduced as the **PATHS to Tutor Act**. Similar proposals are under consideration in several states. The Biden Administration's proposed American Families Plan also includes provisions for funding clinically rich teacher preparation.

CONCLUSION

The COVID-19 pandemic both revealed and exacerbated opportunity gaps in our nation's schools, but it also brought many educational leaders closer together and sparked new ways of organizing learning to support both future teachers and K-12 students, especially the most vulnerable. The tutoring partnerships described earlier represent just a few examples.

We hope that this guide will serve as a resource to other educational leaders as they consider launching and expanding efforts to mobilize teacher-candidates as tutors in the months and years ahead.

These examples also point to the potential of broader ecosystem strategies — efforts that bring together higher education, K-12 school systems, community-based organizations and other stakeholders who, rooted in an evidence-based understanding of how students learn best, redesign pathways to be more practice-based, more closely aligned to K-12 schools, and more accessible for larger numbers of aspiring teachers.

It would be hard to find a group that doesn't benefit from such collaboration. Higher education leaders gain a practical way to provide service to the local community, an imperative often written into school charters or mission statements. Faculty and staff access a new avenue through which to provide teacher-candidates with high-quality clinical experiences, which have become more difficult to coordinate in the wake of the pandemic. Future teachers strengthen their instructional skills, fulfill licensure requirements, and earn compensation, reducing barriers to entry into the profession.

School principals have an opportunity to see aspiring teachers in action and offer teaching positions to those who are a good fit in their community, easing the burden of hiring and strengthening the teacher pipeline. And children, of course, stand to benefit the most by gaining access to additional academic and social-emotional support.

FURTHER READING

BACKGROUND

- **Targeted Intensive Tutoring** (EdTrust)
- **Accelerating Student Learning with High-Dosage Tutoring** (EdResearch for Recovery)
- **Five Domains for Teacher Preparation Transformation** (Bank Street College of Education)
- **Aspiring for More: Deeper Partnerships for Sustainable Residencies** (Bank Street College of Education)

NEWS

- **Where Can We Find Lots of Tutors? Bill in Congress Would Deploy Teachers-in-Training** (*EdWeek*)
- **Analysis: High-Quality, High-Dosage Tutoring Can Reduce Learning Loss. A Blueprint for How Washington, States & Districts Can Make It Happen** (*The 74*)
- **Bipartisan legislation would mobilize future teachers as tutors for students in high-need schools** (Deans for Impact)
- **Q&A with Dr. Thea Williams-Black: How Tougaloo College mobilized teacher-candidates as literacy tutors in Mississippi** (Deans for Impact)

Appendix A

Minimum State Early Field Experience Requirements[1]

State	Length[2]	Modality: Setting[3]	K-12 Mentor[4]	Observations[5]	Modality: Video Observations[6]	Notes
Alabama	not defined	K-12 school*	Y	not defined	Yes	Rules are currently being reviewed and updated. * Early childhood field experiences may occur outside of P-12 schools.
Alaska	4 semester hours	not defined	Y	not defined	not defined	
Arizona	not defined	not defined	Y	not defined	not defined	
Arkansas	not defined	K-12 school	not defined	not defined	not defined	
California	not defined*	Non-School-Based Setting (NSBS)	not defined	not defined	Yes	* Candidates must complete 600 cumulative clinical hours, which shall include early field experiences
Colorado	200 clock hours	K-12 school	not defined	not defined	not defined	
Connecticut	6-12 semester hours	K-12 school	not defined	not defined	not defined	
Delaware	not defined	K-12 school	Y	3	not defined	

[1] Early field experiences are practice-based opportunities that future teachers are required to complete prior to traditional student-teaching, internship, or residency placement. To compile this summary, we reviewed documented requirements in all 50 states and the District of Columbia and sought confirmations from state education agency officials. Clarifying details from state officials are found in the Notes column. **Information in this appendix should be considered advisory. Please consult states for official requirements.**

[2] Length: Does the state require a specific number of early field experience hours, days, etc.?

[3] Modality: Does the state require early field experience to be completed in a traditional K-12 classroom/school building or are non-school based settings (NSBS) permitted?

[4] K-12 mentor: Does the state require teacher-candidates to be matched with a K-12 mentor teacher during their early field experiences?

[5] Observations (number): Does the state require a specific number/sequence of observations to be completed during the early field experiences?

[6] Observations (modality): Does the state allow observations to be completed using video technology?

State	Length	Modality: Setting	K-12 Mentor	Observations	Modality: Video Observations	Notes
District of Columbia	not defined	not defined	not defined	not defined	Yes (limited)	EPP approval guidelines are currently being revised; field experience requirements may change.
Florida	not defined	K-12 school	Y	not defined	not defined	
Georgia	not defined	NSBS	Y	not defined	not defined	
Hawaii	not defined*	K-12 school	N	not defined	not defined	* Candidates must complete 450 clinical hours, document satisfactory work experience and observation by an EPP, or pass a board-approved performance assessment.
Idaho	not defined	not defined	N	not defined	not defined	
Illinois	not defined	not defined	N	not defined	Yes	
Indiana	not defined	not defined*	not defined*	not defined	not defined	EPPs are required to align to Specialized Professional Association (SPA) standards.
Iowa	80 clock hours	K-12 school	Y	not defined	not defined	
Kansas	not defined	not defined	N	not defined	not defined	
Kentucky	200 clock hours	NSBS	N	not defined*	not defined	* Kentucky has specific observation requirements for student-teaching, but not for early field experiences.
Louisiana	90 clock hours*	not defined	not defined	not defined	not defined	* To satisfy clinical requirements, candidates must spend at least 180 hours in a culminating clinical placement; at least 90 additional hours may be spent in the culminating clinical or as an early field experience.

State	Length	Modality: Setting	K-12 Mentor	Observations	Modality: Video Observations	Notes
Maine	not defined	NSBS*	Y	not defined	not defined	* Traditional EPP candidates are required to complete 15 weeks of clinical experiences, which may include non-school-based settings, including "tutoring students." Alternative pathway candidates are not subject to field experience requirements.
Maryland	not defined	not defined	not defined	not defined	Yes (limited)	
Massachusetts	not defined	NSBS	Y	2	Yes	Two gateway assessments are required to evaluate candidate readiness prior to the student teaching experience.
Michigan	Min: 70 student contact hours Max: 30 exploratory hours; also, 200 flexible clock hours*	K-12 school / NSBS	Y	not defined	Yes	* The 70 student contact hours (e.g. hours spent directly engaged with students) are to be completed in P-12 schools. The 200 flexible clock hours may be completed in a variety of settings outside of schools.
Minnesota	100 clock hours	K-12 school	Y	not defined*	not defined	* While a minimum number of observations is not offered, the definition for 'cooperating teacher' includes "modeling effective instruction to the candidate, observing the candidate engaging with students throughout clinical experiences, and providing feedback to the candidate based on those observations."
Mississippi	100 clock hours	K-12 school	Y	not defined	not defined	
Missouri	2 semester hours (75 clock hours)*	NSBS	Y	not defined	not defined	* Of the required 75 hours, 30 hours are identified as "early experiences" and 45 hours are defined as "mid-level experiences."
Montana	not defined	K-12 school	Y	not defined	not defined	
Nebraska	100 hours	NSBS	not defined	not defined	not defined	

State	Length	Modality: Setting	K-12 Mentor	Observations	Modality: Video Observations	Notes
Nevada	not defined	K-12 school	Y	not defined	not defined	
New Hampshire	not defined*	NSBS**	Y	not defined*	Y	* Rule specifies that EPPs should design "varied field experiences," including required "guided early field experience(s) before participating in a culminating clinical field experience." ** The rule allows for field experiences to be included in "limited private settings" as long as all other requirements (e.g. mentor experience) are met.
New Jersey	50 clock hours	K-12 school	N	not defined	not defined	
New Mexico	not defined	K-12 school	Y	not defined*	not defined	* Rule requires that early field experiences "begin upon entrance" to the EPP and include multiple experiences throughout.
New York	100 clock hours	K-12 school	Y	not defined	not defined	
North Carolina	12 clock hours*	K-12 school	Y	not defined	not defined	* Of the required 12 hours, 2 hours must take place in the first semester of the program. The rule also requires candidates to have one field experience in a "low-performing school."
North Dakota	not defined	K-12 school	Y	not defined	not defined	
Ohio	100 clock hours	not defined	Y	not defined	not defined	EPPs are required to follow additional field experience requirements provided by SPAs and the Council for the Accreditation of Educator Preparation (CAEP).
Oklahoma	60 hours	NSBS*	not defined	not defined	Yes (limited)	* Field experiences may vary from observations and include 1:1 tutoring, working in small groups, or presenting a lesson. The expectation is that the experiences will have higher levels of depth and responsibility as candidates approach their internship semester.

State	Length	Modality: Setting	K-12 Mentor	Observations	Modality: Video Observations	Notes
Oregon	not defined	K-12 school	Y	not defined	not defined	
Pennsylvania	40 clock hours	not defined	Y	not defined	not defined	
Rhode Island	60 clock hours	NSBS*	not defined*	not defined	not defined	Rules are currently being revised as the state moves toward a residency model for all EPPs, which will go into effect 12/31/22; an extension is being considered in light of COVID-19. * Current requirements do not define the setting or K-12 mentor requirements for early field experiences.
South Carolina	100 clock hours*	K-12 school	Y	4	not defined	The 100-hour requirement is at the bachelor's level; candidates enrolled at the initial graduate level are required to complete 75 hours.
South Dakota	not defined	not defined	N	not defined	not defined	Administrative rules require EPPs, school partners, and other members of the professional community to design, implement, and evaluate field experiences. They are responsible for determining the length, placement, roles, and standards-based assessments for evaluating these experiences prior to and through the 10-week minimum student-teaching placements.
Tennessee	not defined	NSBS (limited)*	N	not defined	not defined	* Current COVID-19 flexibilities allow experiences to be completed in non-school based settings.
Texas	30 clock hours*	K-12 school	Y	not defined	Yes**	Rules are currently being reviewed; any revisions will likely be adopted in October 2021. * Up to 15 hours must be interactive, with candidates "engaged in educational or instructional activities in the classroom." Up to 15 hours may be completed virtually. ** At least 15 hours must be in-person and include written reflections.

State	Length	Modality: Setting	K-12 Mentor	Observations	Modality: Video Observations	Notes
Utah	not defined	K-12 school	Y	not defined	Yes (limited)*	COVID-19 flexibility allows observations to be completed via technology, although the rules don't define allowed modalities.
Vermont	60 clock hours	not defined	N*	not defined	not defined	
Virginia	not defined*	K-12 school	Y	not defined	not defined	* Rules require supervised clinical experiences to "be continuous and systematic, and comprised of early field experiences, with a minimum of 10 weeks of student teaching…where the candidate must spend at least 150 hours in direct teaching at the level of endorsement."
Washington	not defined	not defined	Y	not defined	Yes	
West Virginia	125 clock hours	NSBS*	Y**	not defined	Yes (limited)***	* While a school-based setting is not explicitly required, candidates are required to be matched with a licensed teacher, which can pose challenges for placing candidates in non-school-based settings. ** The rule requires a licensed teacher, which does not necessarily mean a practicing teacher. For example, SEA officials and higher-education faculty who maintain their licenses could fulfill this requirement. *** Up to 50% of the minimum required experience can be completed virtually/online.
Wisconsin	not defined	K-12 school	not defined	2	No*	* The observation must be written by the cooperating teacher or EPP.
Wyoming	not defined	not defined	not defined	not defined	not defined	