The Professionalization of Tutoring: Building a Community for Learning Assistance Professionals

Presented by: 3CSN’s Learning Assistance Project (LAP)

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Agenda

1. 3CSN Overview
2. Goals for the Day
3. History: Building a LAP Community of Practice
4. Networking
5. Survey
6. Read Together
7. Tutoring Framework
8. Next Steps
9. Evaluations
Goals for Today

1. Explore how the professional learning frameworks that we develop for ourselves in 3CSN can extend to how we train tutors.

2. Identify trends in the emerging statewide network for learning assistance centers.

3. Investigate a tutoring framework that could impact students, tutors, and programs.
3CSN: Mission, Theory of Change, and Network Building
Networking

Think, Pair, Share:

1. Name/School/Role
2. What is **one** thing you would like to change about your tutoring center/program on Monday and why?
3. What impresses you about your own tutoring program that you wish more people knew about?
Mission

Develop leaders in California community colleges who have the capacity to facilitate networks of faculty, staff, and students for curricular and institutional redesigns in support of increased student access, success, equity, and completion.
Theory of Change

If we provide training on networking and we use action research methodologies, community college professionals will transform their environments and identities to create communities of practice (such as LAP) that will produce powerful learning and working across campuses. This will lead to greater student success.
Building Networks that Work

• Identify a Shared Problem
• Create a Shared Vision of Possible Solutions
• Build a Sustained Community of Practitioners
Tutoring Community of Practice:
Learning Assistance Project (LAP)
Shared vision of the possible:

• If it makes us feel engaged and energized, it will do the same for tutors

• If tutors see themselves as educators and professionals, they will improve themselves AND deliver better services to students

• These are our future colleagues and bosses!
LAP: Vision and Principles

Vision: Professionalization of Tutoring (i.e. Tutors are educational professionals)

Principles:

1. Training should be rigorous, practical, and sustainable. (Sheets, 2012)
2. Instructors and tutors have different yet equitable roles. (Dawson, et al, 2014)
3. Tutoring is about student empowerment. (Paulson, 2012)
4. Tutoring contributes to student success. [California Ed Code, §88810(a)(5)]
Who We Are and What We Do

Empower Tutors and Coordinators

Expo, Training, Conferences

Community of Practice

Phone Calls & Campus Visits

Surveys → Database
Tutor Expo 15:
107 tutors from 12 colleges
Tutor Expo ‘16: 350+ tutors from colleges all across California
Tutor Expo ‘17:
500+ tutors from colleges all across California
Professionalization: Tutors as Presenters
Professionalization: Tutors as Presenters

Working with Faculty as Tutor Leaders

Danny Jalili, Chris Ibbotson, Jose Martinez

Center for Academic Success
Los Angeles Pierce College
2015 CA Statewide Tutor Survey
Do you participate in activities for any of the following organizations?
Which option best describes the tutoring at your college?
At your college, where is tutoring offered?

- Through a dedicated "Success" or "Learning" center: 83
- Online: 56
- In a computer or learning lab: 56
- In a classroom or classrooms: 40
- In a multipurpose space: 28
- Through the library: 15
- In a space or spaces that have no official name: 12
- Other: 8
What Subjects Are Tutored?

Most Common Subjects

- Math: 71%
- Writing: 67%
- Sciences: 65%
- English: 65%
- ESL: 64%
- Accounting: 56%
Do/Does your learning assistance center(s) provide tutoring for special cohorts or learning communities?

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Percent</th>
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<tbody>
<tr>
<td>ESL/ELL</td>
<td>45</td>
</tr>
<tr>
<td>Learning cohorts or communities</td>
<td>40</td>
</tr>
<tr>
<td>Athletes</td>
<td>40</td>
</tr>
<tr>
<td>EOPS</td>
<td>38</td>
</tr>
<tr>
<td>CTE</td>
<td>23</td>
</tr>
<tr>
<td>Don't Know/Not Sure</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
</tr>
<tr>
<td>DSPS/DSS</td>
<td>9</td>
</tr>
<tr>
<td>Veterans</td>
<td>5</td>
</tr>
<tr>
<td>MESA</td>
<td>5</td>
</tr>
<tr>
<td>Trio</td>
<td>3</td>
</tr>
</tbody>
</table>
Do/Does your learning assistance center(s) provide tutoring for noncredit programs (e.g., continuing education)?
Do/Does your learning assistance center(s) have written learning outcomes?

- Yes, 72%
- No, 28%
70% Have Outcomes. Themes among outcomes are below:

Most common themes:
- Information literacy
- Study skills
- Thinking/math/ problem solving skills
- Reading/writing/ESL/ Vocabulary

Other themes:
- Help seeking behavior/self efficacy/Use of resources
- Better data collection
- Improved retention/grades
- Use of technology

Please list the learning outcomes for your learning assistance center(s).
How often does your Institutional Research department provide you with data?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or two times per year</td>
<td>39</td>
</tr>
<tr>
<td>More than two times per year</td>
<td>14</td>
</tr>
<tr>
<td>Less than once per year</td>
<td>12</td>
</tr>
<tr>
<td>No Researcher</td>
<td>9</td>
</tr>
<tr>
<td>Never</td>
<td>8</td>
</tr>
<tr>
<td>Upon Request</td>
<td>5</td>
</tr>
<tr>
<td>Don't Know</td>
<td>2</td>
</tr>
</tbody>
</table>
How is/are your learning assistance center(s) funded?

- College funded (80%)

- State funded (75%)
  - 67% of state-funded colleges received BSI
  - 13% of state-funded colleges received Equity
  - Others mentioned: EOPS, grants

- Federal Funding (40%) – includes Title V, VTEA, Perkins, Title III
In the last ten years, has/have your learning assistance center(s) initiated any tutoring services through a grant or categorical funds?
In the past ten years, have any of your grant-funded tutoring services become institutionalized?

- Yes, 39%
- No, 30%
- Don't Know/Not Sure, 30%
Who tutors in your learning assistance center(s)?

- Community College students: 86
- Part time faculty: 49
- Graduate students: 45
- Undergraduate students: 40
- Full time faculty: 39
- Classified staff: 34
- Professional tutors/vendors: 14
What are the minimum qualifications to tutor in your learning assistance center(s)?

- Faculty recommendation: 78
- High grade: 76
- Training prior to tutoring: 52
- Ongoing training: 46
- Pass an assessment: 21
- Possession of a college degree: 8
- Interview: 3
What is the hourly wage for tutors?

- More than $15.00: 16
- $14.01 – $15.00: 13
- $13.01 – 14.00: 19
- $12.01 - $13.00: 21
- $11.01 - $12.00: 24
- $10.01 - $11.00: 37
- No wage: 2
Is there a pay scale for tutors?

- Yes, 47%
- No, 44%
- Other, 7%
- Don’t know/not sure, 2%
On which side of the “50% law” are the tutors at your college?
What types of tutor training does/do your learning assistance center(s) provide?

- Course/Class/Workshop (for academic credit): 49
- Course/Class/Workshop (not for academic credit): 41
- Sustained community of practice/ongoing training: 39
- CRLA certification: 24
- Online: 19
- Don't Know/Not Sure: 6
Does your college collect apportionment for supervised tutoring in your learning assistance center(s)?
In your opinion, to what extent does your college community support your learning assistance center(s)?

- Fairly: 35
- Fully: 27
- Somewhat: 18
- Not at All: 2
If your college offers Supplemental Instruction (SI), to what degree does it adhere to the UMKC model?

- 100% with the UMKC model: 5
- Mostly aligns with the UMKC model: 18
- Some elements are in alignment with the UMKC model: 15
- A few elements are in alignment with the UMKC model: 15
- SI program is completely different than the UMKC model: 2
- Not familiar with the UMKC model: 32
How is the effectiveness of your SI program measured?
Reading Apprenticeship as a Framework for Tutors
Read Together Jigsaw

• Get into groups of three. Assign A, B, and C

• Everyone reads the introduction

• Each member reads a different theory:
  • A = Expectancy-Value
  • B = Attribution
  • C = Goal Orientation
Read Together Jigsaw

• Group with others who read the same theory

• Discuss: How can tutors use this information in a tutoring session?

• Return to “home groups” and share out.
Attending to the Whole Student

- Reading Apprenticeship is a framework for presenting a holistic approach to this work
- It provides both a way of thinking AND specific strategies for learning assistance
Attending to the Four Dimensions of Reading (Learning) in a Tutoring Session

A Deeper Dive into the Reading Apprenticeship Model
Your Journey to “Expertise”

- Think about your area of expertise
  - How did you become an expert?
  - How did you decide you were good at this?
  - Dig into your past; Who identified your talent?
    What was the spark? When did it begin?

- Pair up and share the factors that contributed to your current identity as an “expert.”
Four Dimensions of Reading(Learning)

Social Dimension
- Creating safety
- Investigating relationships between learning and power
- Sharing “book talk”
- Sharing learning processes, problems, and solutions
- Noticing and appropriating others’ ways of learning

Personal Dimension
- Developing:
  - Learner Identity
  - Metacognition
  - Learner fluency and stamina
  - Learner confidence and range
- Assessing performance and setting goals

Cognitive Dimension
- Getting “the big picture”
- Breaking it down
- Monitoring comprehension
- Using problem-solving strategies to assist and restore comprehension
- Setting learning purposes and adjusting learning processes

Knowledge-Building Dimension
- Mobilizing/building knowledge structures/schemas
- Developing:
  - Content or topic knowledge
  - Knowledge of word structure and vocabulary
  - Knowledge and use of text structures
  - Discipline- and discourse-specific knowledge

Adapted from: “The Reading Apprenticeship Framework.” West Ed
Pair Back Up

• Re-examine those factors that you identified in your journey to “expertise”

• Into what dimension do they (primarily) fall?

• Are they “affective” or “cognitive?”
Cognitive Domain

• Where do we see this?

Cognitive Dimension
- Getting “the big picture”
- Breaking it down
- Monitoring comprehension
- Using problem-solving strategies to assist and restore comprehension
- Setting learning purposes and adjusting learning processes

Knowledge-Building Dimension
- Mobilizing/building knowledge structures/schemas
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# Affective Domain

- **Where do we see this?**

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<th>Social Dimension</th>
<th>Personal Dimension</th>
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<tr>
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<tr>
<td></td>
<td>● Assessing performance and setting goals</td>
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</table>
Metacognitive Conversations

• “Make the invisible visible”
  – Expert blindspots
• “Thinking about thinking”
• “Monitoring and control of thought”
• “A means of uncovering the layers of thinking that it takes to make sense and to engage a text fully”
  – Reading Apprenticeship
Why do we have them?

• Keeps students engaged
• Break down how to read and study
• Surface strategies the students could use
• Help set short term and long term goals
• Creates a community of learners
• Makes powerful and successful learning experiences for students
• Develop interpersonal and intrapersonal skills
Read Together Jigsaw

• Review your motivational theory

• How are the dimensions and motivation related?

• Share in your home groups
Example: Note Taking

• Tutees discuss how they learned to take notes

• What is the goal of taking notes?

• List strategies they use to take notes

• Share strategies list
The Future!!
Next Steps – Data, Analysis, Connections

• Analyze more data!
• Accreditation analysis
• White paper

• Leadership training
• Campus assistance
• Listserv/website
• Regional events
Wrap Up

➢ Takeaways
➢ Next Steps: How can we keep the dialogue going?
➢ Evals