Building the Success Network One Link at a Time

The Professionalization of Tutoring
An MT2C Overview

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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)]

Shared vision of the possible:

- If it makes faculty/staff 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

- Tutors are our future colleagues and bosses!

Our Goal

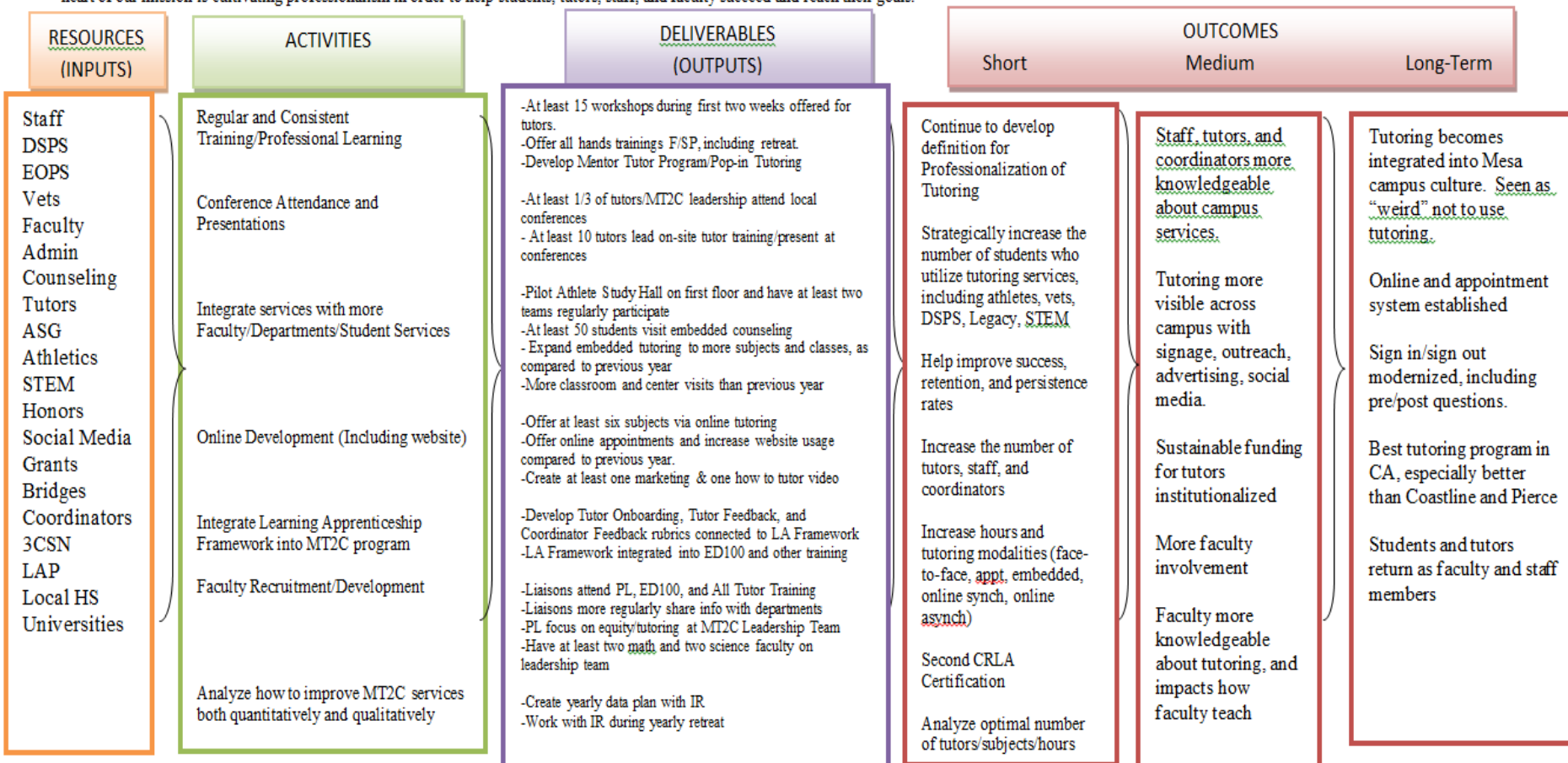## To Become *the* Model Tutoring Program in California

2017-2018 Logic Model and Mission Statement

Theory of Change: If we provide professionalized training on networking as well as engage in action research, community college professionals will transform their environments and identities to create communities of practice (CoPs). These CoPs will produce powerful learning and innovation across the state, which will lead to greater student success. The MT2C believes that this transformation will take place at Mesa College if we share impactful, relevant professional learning with tutors and other learning assistance professionals, thus fostering our CoP among tutors, faculty, staff, & administrators. Then, when we start with our *WHY*:

- Tutors and other learning assistance educators will recognize themselves as empowered professionals who are an integral, equitable part of the institution;
- This professionalization of tutoring will yield improved services to our students and contribute to a campus wide culture of student success;
- The learning assistance domain will become a more central part of the institution;
- Tutors will develop a strong foundation necessary to become successful professionals.

Our Mission: Promote independent learning and confidence through empowering relationships. **Support** the learning process by continually creating a welcoming and safe space. **Foster** a community of learners. At the heart of our mission is cultivating professionalism in order to help students, tutors, staff, and faculty succeed and reach their goals.
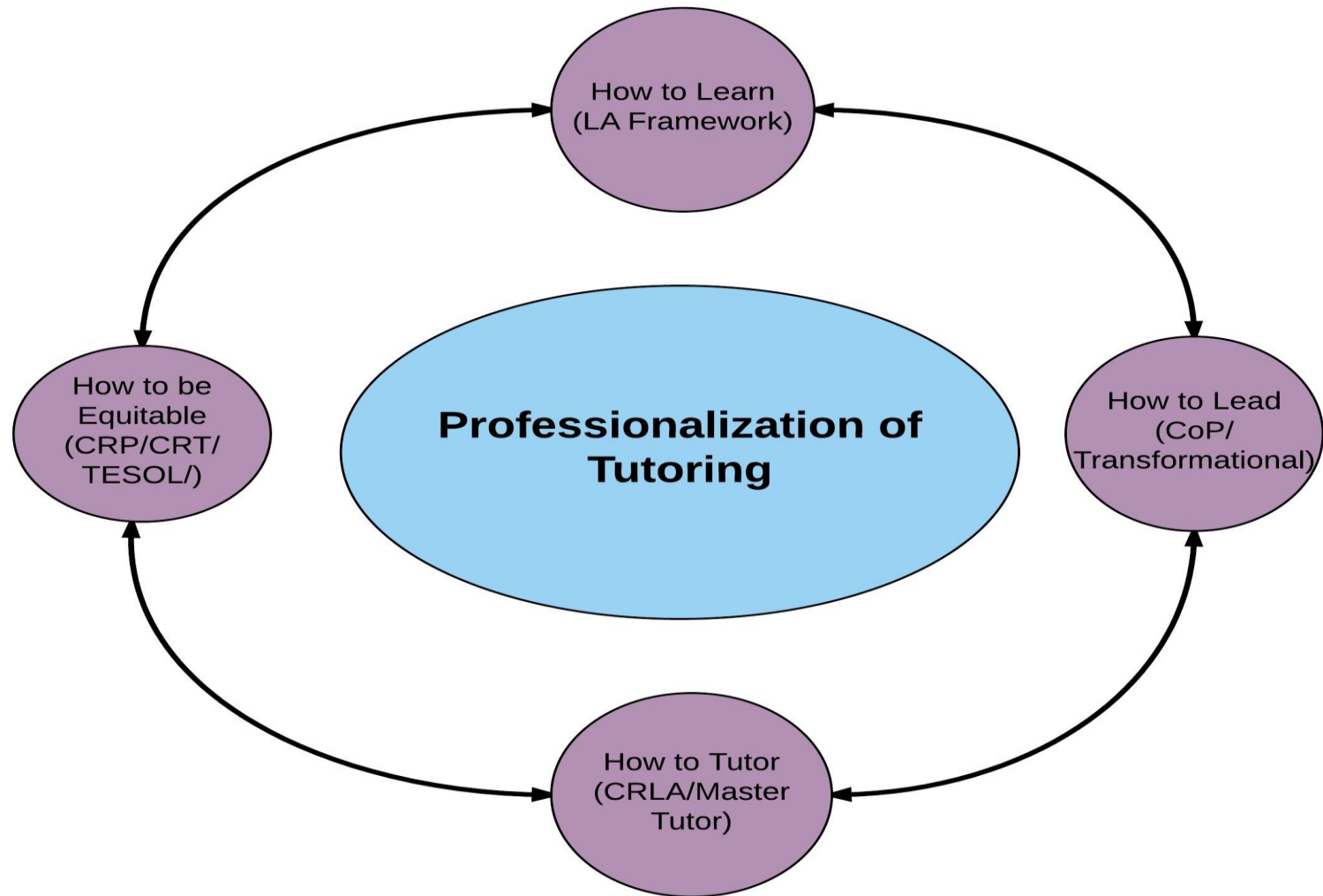
RESOURCES (INPUTS)

Staff
DSPS
EOPS
Vets
Faculty
Admin
Counseling
Tutors
ASG
Athletics
STEM
Honors
Social Media
Grants
Bridges
Coordinators
3CSN
LAP
Local HS
Universities

ACTIVITIES

Regular and Consistent Training/Professional Learning

Conference Attendance and Presentations

Integrate services with more Faculty/Departments/Student Services

Online Development (Including website)

Integrate Learning Apprenticeship Framework into MT2C program

Faculty Recruitment/Development

Analyze how to improve MT2C services both quantitatively and qualitatively

DELIVERABLES (OUTPUTS)

- At least 15 workshops during first two weeks offered for tutors.
- Offer all hands trainings F/SP, including retreat.
- Develop Mentor Tutor Program/Pop-in Tutoring

- At least 1/3 of tutors/MT2C leadership attend local conferences
- At least 10 tutors lead on-site tutor training/present at conferences

- Pilot Athlete Study Hall on first floor and have at least two teams regularly participate
- At least 50 students visit embedded counseling
- Expand embedded tutoring to more subjects and classes, as compared to previous year
- More classroom and center visits than previous year

- Offer at least six subjects via online tutoring
- Offer online appointments and increase website usage compared to previous year.
- Create at least one marketing & one how to tutor video

- Develop Tutor Onboarding, Tutor Feedback, and Coordinator Feedback rubrics connected to LA Framework
- LA Framework integrated into ED100 and other training

- Liaisons attend PL, ED100, and All Tutor Training
- Liaisons more regularly share info with departments
- PL focus on equity/tutoring at MT2C Leadership Team
- Have at least two math and two science faculty on leadership team

- Create yearly data plan with IR
- Work with IR during yearly retreat

OUTCOMES

Short

Continue to develop definition for Professionalization of Tutoring

Strategically increase the number of students who utilize tutoring services, including athletes, vets, DSPS, Legacy, STEM

Help improve success, retention, and persistence rates

Increase the number of tutors, staff, and coordinators

Increase hours and tutoring modalities (face-to-face, appt, embedded, online synch, online asynch)

Second CRLA Certification

Analyze optimal number of tutors/subjects/hours

Medium

Staff, tutors, and coordinators more knowledgeable about campus services.

Tutoring more visible across campus with signage, outreach, advertising, social media.

Sustainable funding for tutors institutionalized

More faculty involvement

Faculty more knowledgeable about tutoring, and impacts how faculty teach

Long-Term

Tutoring becomes integrated into Mesa campus culture. Seen as "weird" not to use tutoring.

Online and appointment system established

Sign in/sign out modernized, including pre/post questions.

Best tutoring program in CA, especially better than Coastline and Pierce

Students and tutors return as faculty and staff members

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Mission Statement

Our mission is to…

Promote independent learning and confidence through empowering relationships. **Support** the learning process by continually creating a welcoming and safe space. **Foster** a community of learners. At the heart of our mission is cultivating professionalism in order to help students, tutors, staff, and faculty succeed and reach their goals.

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Defining the
Educational Professional

How to Learn
(LA Framework)

How to be
Equitable
(CRP/CRT/
TESOL/)

**Professionalization of
Tutoring**

How to Lead
(CoP/
Transformational)

How to Tutor
(CRLA/Master
Tutor)

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Tutoring Cycle

The Expert and Apprentice Relationship

Attending to
Four Dimensions of Learning
in a Tutoring Session

The
Learning Apprenticeship Model

Social Dimension

- Creating safety
- Inve... learn...
- Shar...
- Shar... and s...
- Noticing and appropriating others' ways of learning

Personal Dimension

- Developing:
- Assessing performance and setting goals

Metacognitive Conversations

Affective Domain

Cognitive Dimension

- Getting "the big picture"
- Breaking it down
- Mon...
- Usin... assis...
- Setti... learning processes

Knowledge-Building Dimension

- Mobilizing/building knowledge structures/schemata
- Knowledge and use of text structures
- Discipline– and discourse–specific knowledge

Cognitive Domain

Attending to the Whole Student

Use of Learning Apprenticeship (LA) as the foundation for tutor training, especially when coupled with the Tutor Cycle
(Be Present + Greet → Self-Diagnose → Tutor → Reflect → Next Steps)

- Establishes a holistic framework
- Builds metacognition to strengthen self-awareness
- Emphasizes that tutors aren't
  - Teaching content or
  - Giving answers or
  - Appropriating student work/thinking
- Encourages questions and takes a strengths-based, inquiry-based approach
- Normalizes *and* acknowledges confusion

I don't know…yet → We don't know yet. Let's find out. Together!

Our Rad Team!

Leadership Team

Leadership Team (Tutors, Faculty, Staff) Professional Learning

- Fall 16: *Back to School*

- Spring 17: *Whistling Vivaldi*

- Fall 17: *For White Folks Who Teach in the Hood and the Rest of Y'all Too*

- Spring 18: *Reading for Understanding*

- Fall 18: *Culturally Responsive Teaching and the Brain*

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Mentor Tutors

- Cooperrider: Appreciative Inquiry

- Senge: The Learning Organization

- Burns: Transformational Leadership

- Schoenback/Greenleaf: Learning Apprenticeship

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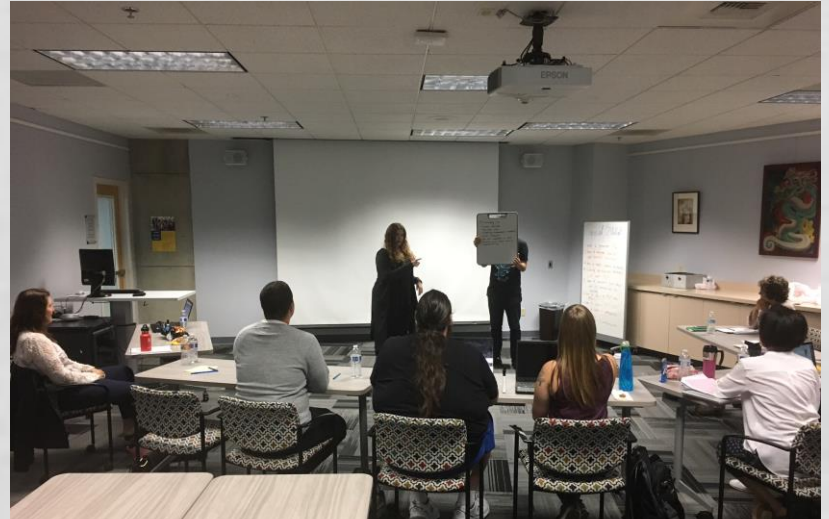
Tutors Mentoring Tutors

- James and Becky: Using Mindfulness and Empathy to Meet Students Where They Are

- Niko and Meiko: Armor for Test Anxiety

- Kenny and Amanda: Who Are You? How Culture Plays a Role in Education

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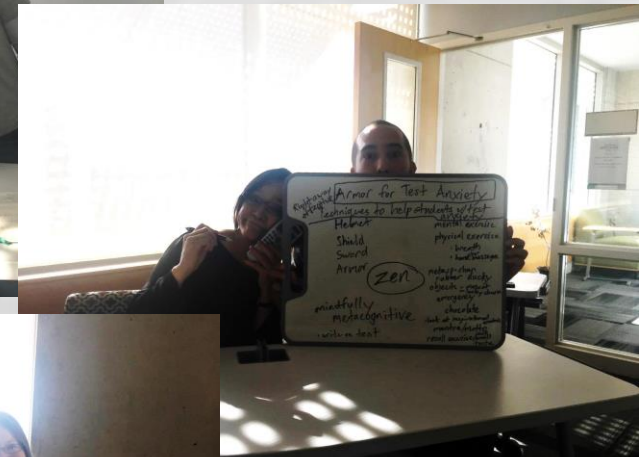
MT2C All Tutor Training Fall 2017 Examples

- Larry, Ailene, and Victoria: Student Services

- Erika: High Tech Center/DSPS

- Equity, Data, Tutor Cycle, and Learning Apprenticeship Framework

- Setting Intentions on Learning Identity and Safe Spaces During a Tutoring Session

- Metacognition, Being Present, and the LA Framework

- #ThePowerofYet

- #LiminalSpaces

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Tutors, Faculty, and Staff Conference Attendance

Tutors and Staff Present at Conferences

- Jose and Ramzy: A Growth Mindset Through an Interdisciplinary Lens

- Niko and Gideon: Code Switching and Linguistic Bias

- Mariam and Nicole: A Little off the Top: A Barbershop Model for [CT] Programs

- Becky: Working with Nontraditional Student Tutees: Uncovering Assumptions.
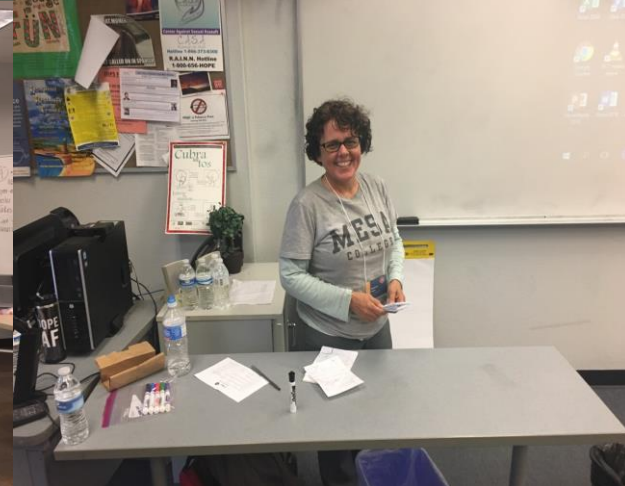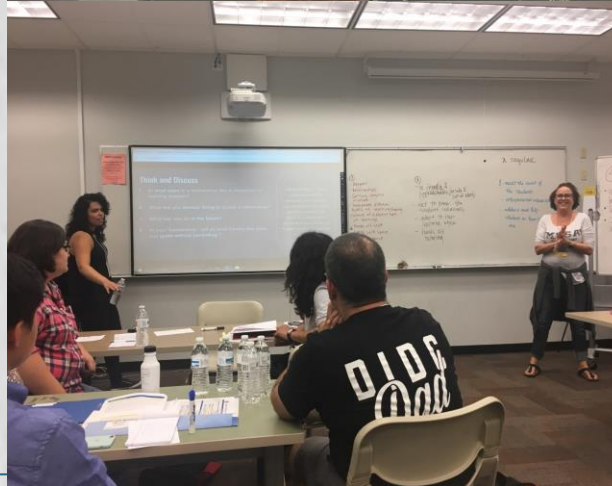
Outcomes

Programmatic Recognition

ACCJC Commendation

The team commends the College's tutoring services for its committed employees and collaborative team oriented environment that includes professionalized student tutors. (II.B.1,II.B.3)

Achieved 3 Levels of CRLA Programmatic Training Certification

Tutors of the Years
State and Local

Helena Almassy
3CSN Learning Assistance Project
California Tutor of the Year

Jose Franco Rojo
Mesa MT2C Bill Peters
Tutor of the Year

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MT2C Retreat 2017

2017 Focus

- Learning Apprenticeship Framework
- SWOT Analysis
- Mentor Tutors
- Equity Training
- Student Services and Faculty Connections

Summary

Where We Are Now

MT2C now has….

- Centralized into LRC with growing campus/area partnerships
- Expanded Tutoring Services in class, out of class, and online
- Expanded Hours, including late night, Friday and Saturday
- Expanded Online Appointments and Drop in Appointments
- Growing Leadership Team: Tutors, Staff, and Faculty
- Developed a Programmatic and Student Success Evaluation Cycle with IR
- Thriving Professional Learning Opportunities for Tutors/Staff/Faculty
- Programmatic Support for Conference Attendance and Participation
- Established stronger social media/website/resources
- Created more leadership roles for tutors
- Connected to Mesa Programs: Athletes, high schools, vets, CE, CTE, EOPS, DSPS
- Aligned our training practices

Questions

… about
this picture
or anything
else…