



Building the Success Network One **Link** at a Time

## The Professionalization of Tutoring A Mesa Tutoring and Computing Center Overview

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**INSTRUCTIONAL LEARNING ASSISTANCE COORDINATOR**

**3CSN'S LEARNING ASSISTANCE PROJECT (LAP) CO-COORDINATOR**



# Chat

When you hear the word TUTORING what comes to mind?



# **3CSN: MISSION, THEORY OF CHANGE, AND NETWORK BUILDING**



# 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.



# Communities of Practice: 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)**

# 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!



**Mesa College**  
**MT2C**

**Theoretical Framework for  
Learning Assistance**

# Work with IR



# Program Feedback Loop

## MT2C Evaluation Cycle

Stakeholder	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19	Fall 19	Spring 20	Fall 20	Spring 21	Fall 21	Spring 22
Student User/Non-user	Quant/Demo		Quant/Demo		Quant/Demo		Quant/Demo		Quant/Demo		Quant/Demo		Quant/Demo
Student User			Survey		Survey				Survey				Survey
Student Non-user		Survey		Survey				Survey				Survey	
Tutor		Given Feedback											
			Focus Group		Survey				Focus Group		Survey		
Coordinator/IA			Given Feedback										
					Survey						Survey		
Faculty	Survey					Survey				Survey			
Admin				Focus Group??						Focus Group??			

# Our Goal

To Become *the* Model Tutoring Program in California

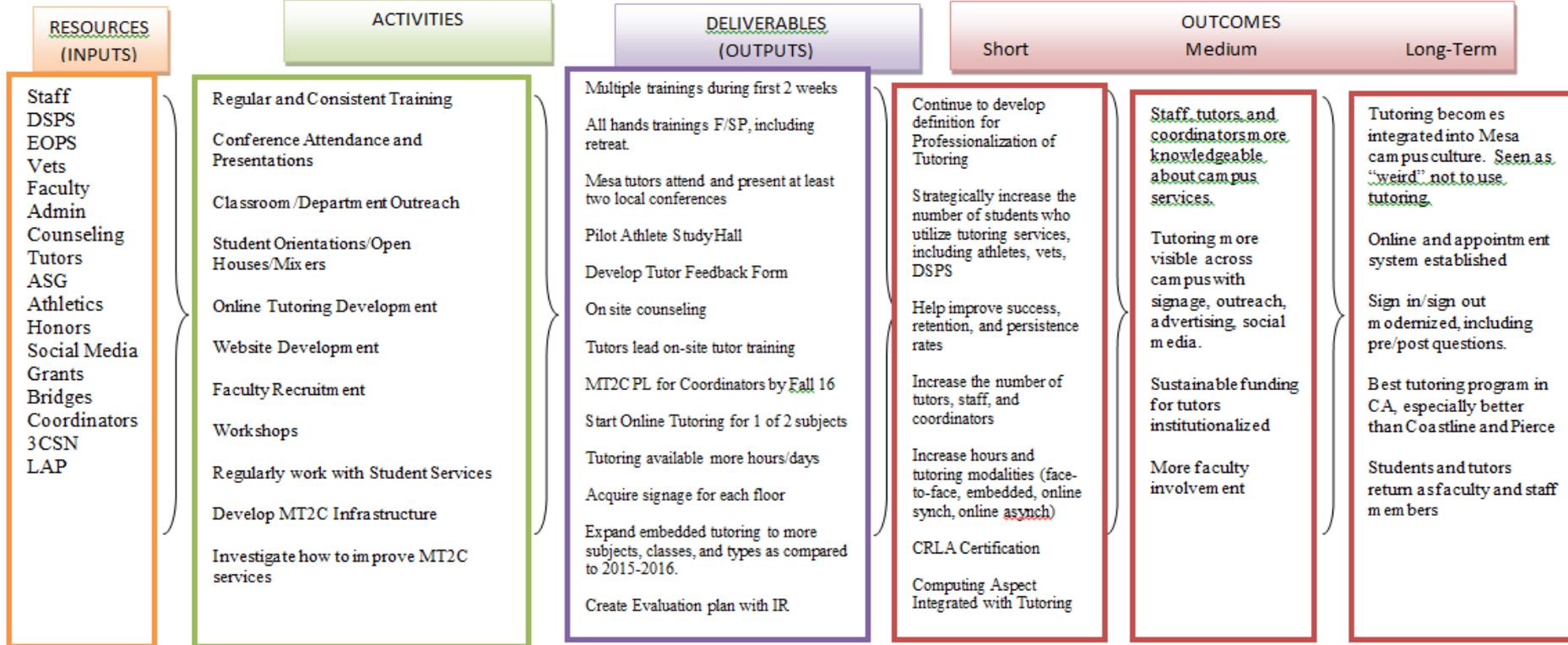


# Logic Model and Mission Statement Creation

**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.



Assumptions: Tutoring is for everyone. Students, faculty, staff, and campus want a robust tutoring program. MT2C is the primary campus resource for tutoring and computing.

External Factors: Marginalization of tutoring centers. Funding. Cohesive tutoring practices. Infrastructure. Removing tutoring stigma and developing a definition for "Professionalization of Tutoring."

# Theory of Change

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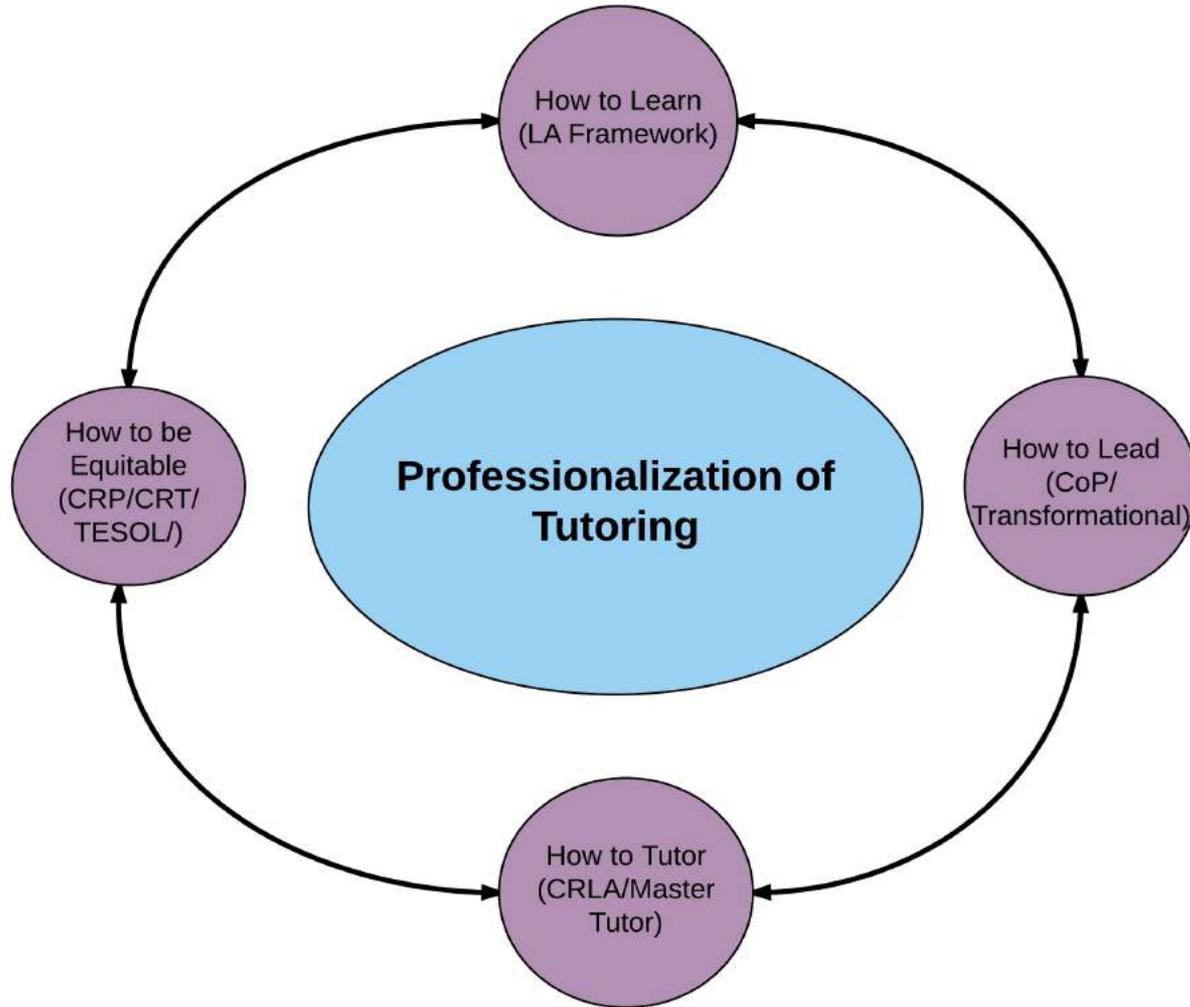
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# Mission Statement

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.

# Defining the Educational Professional



# Leadership Team

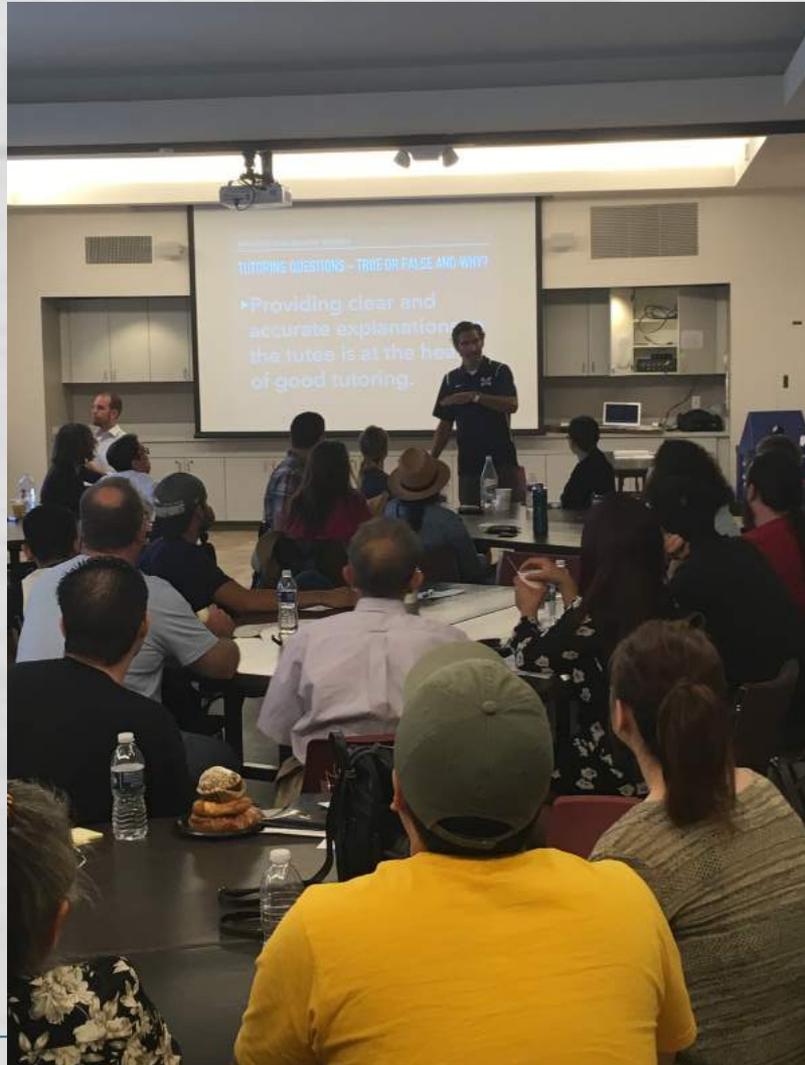


# Leadership Team

## Professional Learning: Stereotype Threat



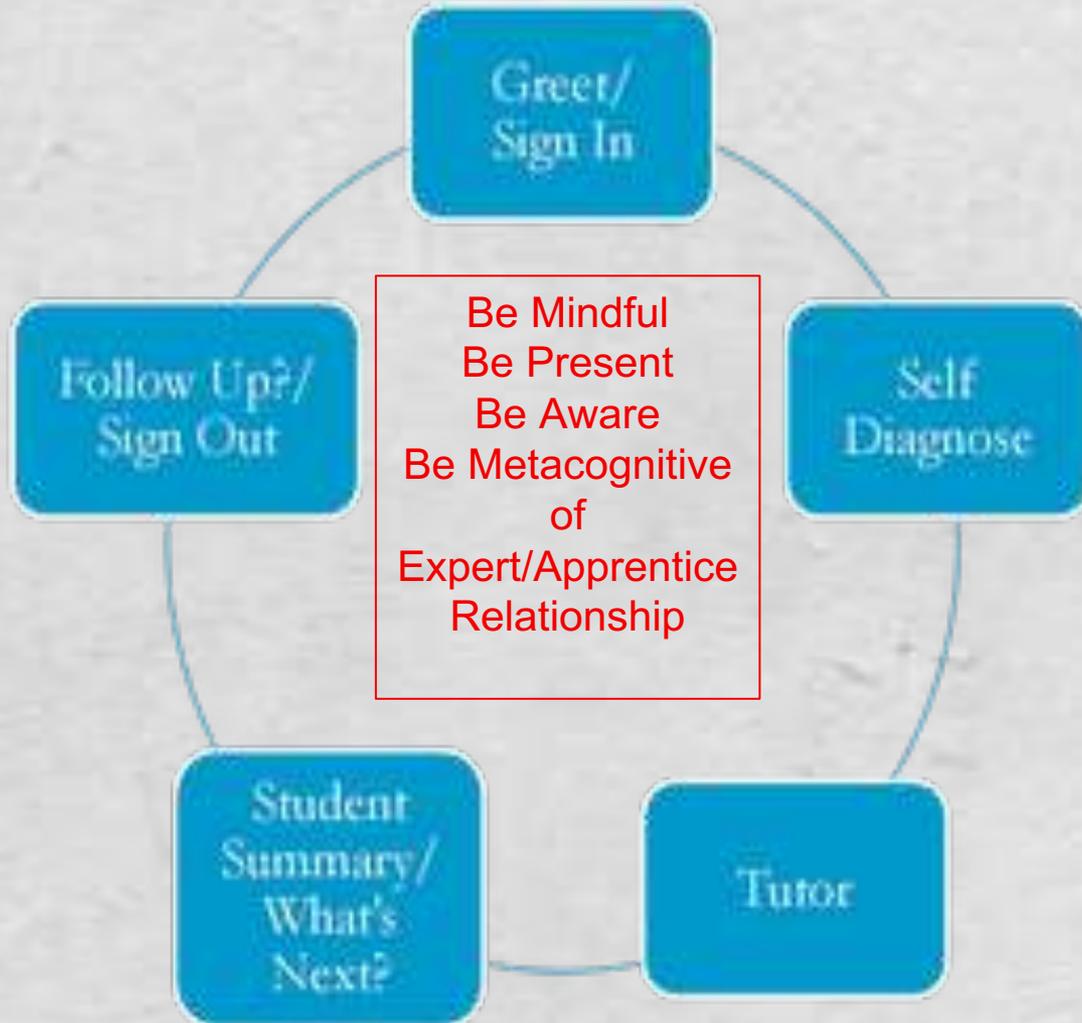
# Faculty Model Leadership



# Tutor Training



# Tutoring Cycle



# What, How, Why, & WHO

Start with our Why

Why (do we do it) → How (do we do it) → What (do we do)

Be Cognizant of Assumptions

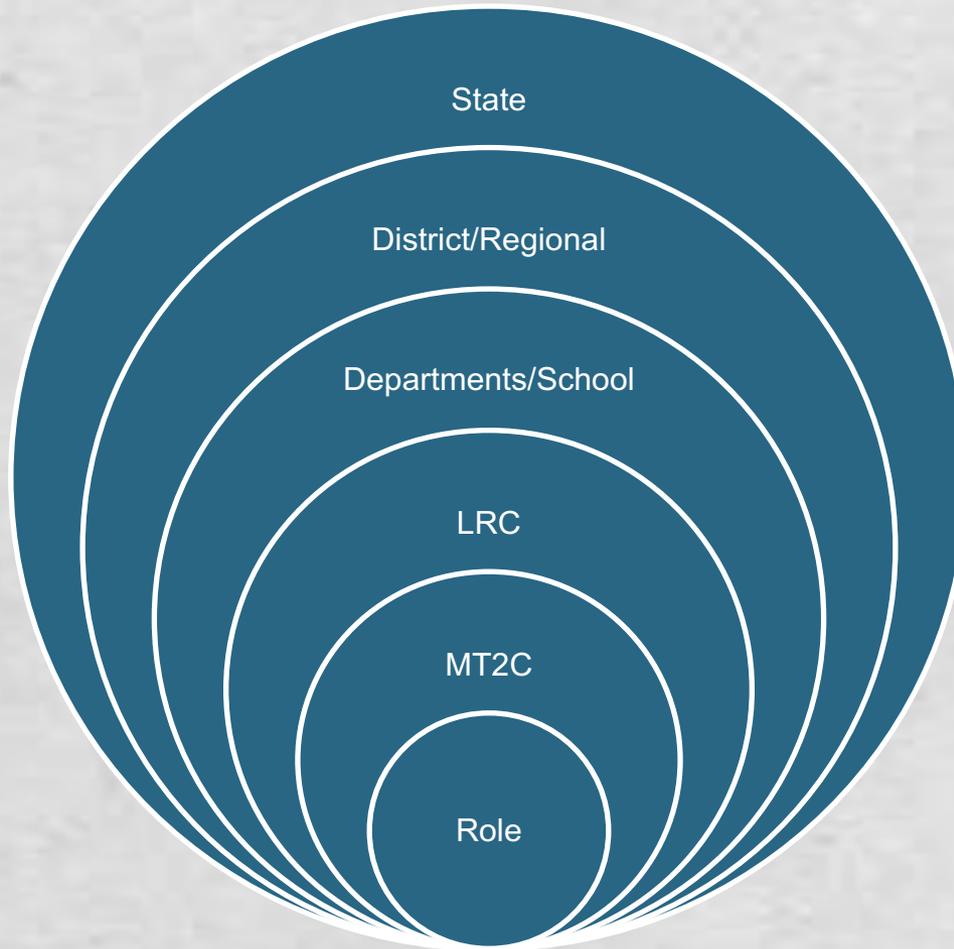
The Danger of the Single Story

We Can't Forget About Our WE

“It's not just what you know; it's who you know it with”

Empathy vs. Sympathy

# MT2C Lenses



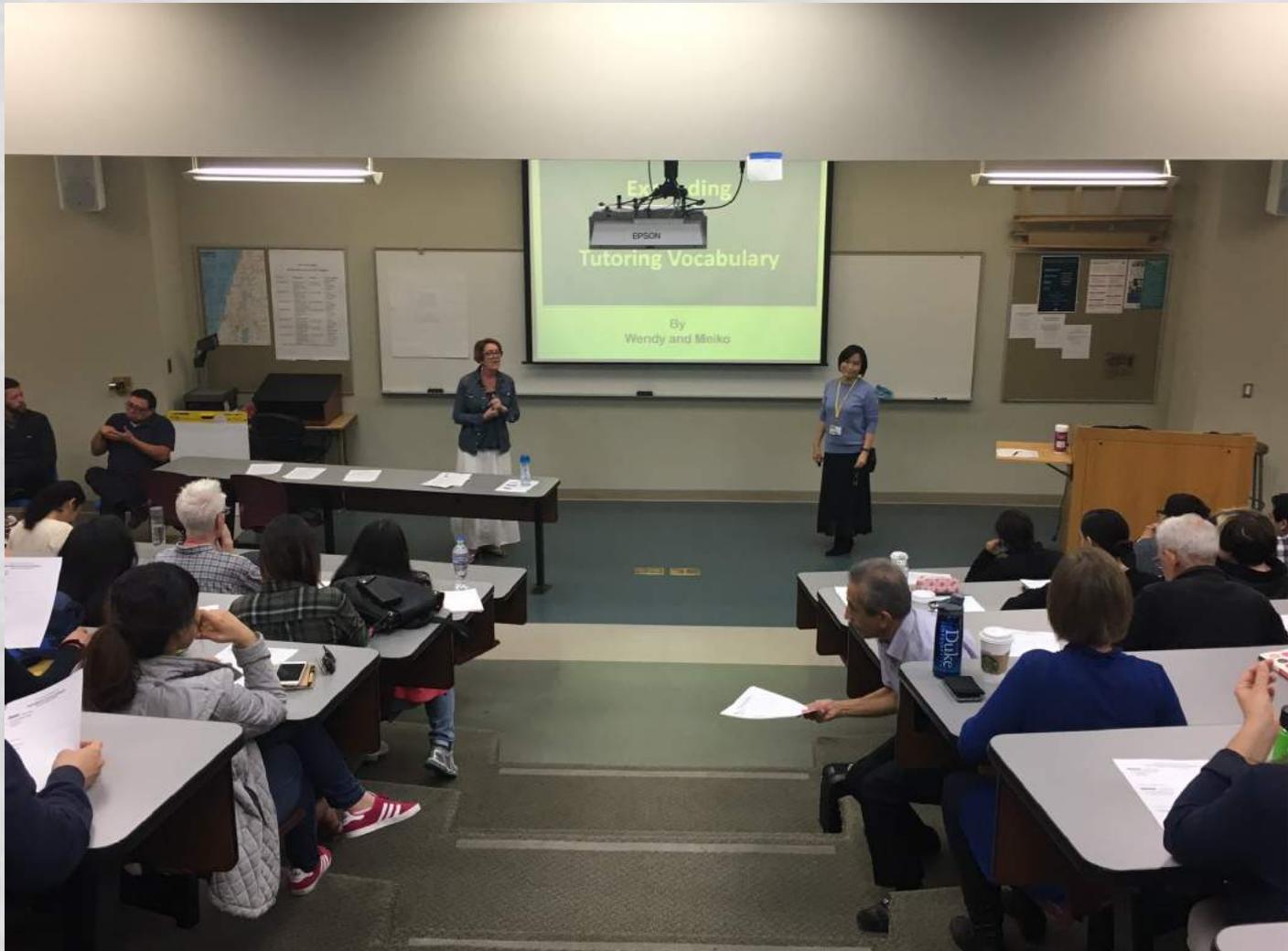
# Tutors Share Expertise



# Tutors Lead Conversations



# Tutors Lead Tutors



# Tutors, Staff, Faculty, and Admin Attend Conferences Together



# Tutors and Staff Present at Conferences



# Tutors and Faculty Present at Conferences



# Mentor Tutors



# 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 so
- Noticing and appropriating others' ways of learning

### Personal Dimension

- Developing:
- Assessing performance and setting goals

# Affective Domain

## Metacognitive Conversations

### Cognitive Dimension

- Getting "the big picture"
- Breaking it down
- Mon
- Usin
- assis
- Sett
- 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 during tutoring sessions
- Builds metacognition (thinking about thinking) to help tutees strengthen self-awareness
- Emphasizes that tutors aren't
  - Teaching content or
  - Giving answers or
  - Appropriating student work/thinking
- Encourages tutors to ask questions of their tutees and take a strengths-based, inquiry-based approach when working with a tutee
- Normalizes *and* acknowledges confusion and the many reasons confusion might be happening: *I don't know...yet → We don't know yet. Let's find out. Together!*

As a team, this year, we will explore this confusion:  
How does the LA framework support student success?



# Doing LA Techniques

Professional learning this year connected to *doing* LA:

- Coping with Expert Blind Spots
- Autonomy, Mastery, Purpose
- Notice, Think, Output, Feedback
- Making Thinking Visible
- Sentence Frames that Support Academic Conversations
- Working with Misconceptions
- Dealing with and Welcoming Confusion

# 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 Year 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

# MT2C Retreat 2016



# 2016 Focus

- We defined/worked on SIX areas for MT2C:
  - Community of Practice
  - Evaluation
  - Online Tutoring
  - Rigorous Tutoring Training
  - Tutoring
  - Professionalization of Tutoring
- We also did some visioning: *We just won an award for our outstanding Tutoring program. All of our colleagues are standing and clapping.*
  - What is our award for?*
  - What have we accomplished*

# MT2C Retreat 2017



# 2017 Focus

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

# Accomplished in 2016-2017

- Consolidated Tutoring and Training under MT2C
  - More Connection to Campus Programs: CRI, Summer Cruise, DSPS, Vets, Athletics, STEM Center
  - No silos. Tutors work in multiple spots.
- More Tutors Hired – now have about 100 tutors. More needed!
- More Faculty Involvement. More needed!
- More Subjects Tutored. More needed!
- More Students Served. Room for more, especially meeting students where they are!
- More Funding.
- More Types: General, Embedded (peer/graduate), Pop-in, Online
- More Professional Learning, Including Attending and Presenting at Conferences
- More Space
- More Research
- Developed a Tutor Mentorship Program
- Embedded Counseling
- Developed and Piloted Tutor Feedback Form

# Still to Come in 2017-2018

- More leadership roles for tutors
- Connect to athletes, high schools, CE, and CTE
- Alignment of our training practices
- Investigate Apportionment
- Stronger social media/website/resources
- More integration into campus-wide training with faculty
- More Friday training: Staff, faculty, and tutor led (services, ESL, Framework, etc)
- More expansive online appointment and tracking system
- District, Regional, and State Partnerships
- Grow the Leadership Team: More Faculty Participation/Areas
- Expand Tutoring Services in class, out of class, and online (ongoing)
- Provide Even More Professional Learning Opportunities (ongoing)
  - First two weeks of semester, All Tutor Training, and Tutor Expo
- <2019 Tutor Expo co-host(?)>

# Logistics

# Name, Floors, Hours, Services

## Mesa Tutoring and Computing Centers (MT2C)

- Floors

- LRC 1<sup>st</sup> Floor: MT2C CISC/WEB + STEM Center and High Tech Center
- LRC 2<sup>nd</sup> Floor: MT2C Writing & Languages
- LRC 4<sup>th</sup> Floor: MT2C Math & Science Tutoring and Computing

- Tutoring Hours Fall and Spring

- Monday-Thursday 9AM-8PM
- Friday-Saturday 10AM-3PM
- Embedded (CT/GT) and Online and Pop-in as well
- Partnerships: Hours will vary
- Support in intersession and summer

# Summary

# Where We Are Now

MT2C now has....

- Centralized into LRC with growing campus/area partnerships
- Growing Leadership Team: Tutors, Staff, and Faculty
- Thriving Professional Learning Opportunities for Tutors/Staff/Faculty
- Programmatic Support for Conference Attendance and Participation
- Utilization of Growing Space in LRC
- Developed a Programmatic and Student Success Evaluation Cycle with IR
- Expanded Hours
- Expanded Embedded Tutoring
- Expanded Online Tutoring
- Piloting Pop-in Tutoring

# Chat

When you hear the word TUTORING now what comes to mind?



# Questions

# Contact

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