The Professionalization of Tutoring: Creating Community

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

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Agenda

1. 3CSN Overview
2. Goals for the Session
3. Read Together
4. Building a LAP Community of Practice
5. New Tutor Expo Data
6. ’15-’16 Statewide Tutoring Data
7. Next Steps
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. Examine our strengths and areas of need as a community and develop tools to support each other.
Ice Breaker

1. Write for 2 minutes – What does “professionalization of tutoring” mean to you?

2. Pair with your neighbor for 3 minutes – Share your answer

3. Share out – What elements came up?
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.
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: Mission and Principles

Mission: Professionalization of Tutoring

Principles:
1. Tutors are educational professionals.
2. Training should be rigorous, practical, and sustainable.
3. Instructors and tutors have different yet equitable roles.
4. Tutoring is about student empowerment.
5. Tutoring contributes to student success.
Who We Are and What We Do

- Empower Tutors and Coordinators
- Expo, Training, Conferences
- Phone Calls & Campus Visits
- Surveys → Database

Community of Practice
LAP ‘15–‘16 Accomplishments

• Statewide Surveys
• Regional Meetings
• Campus Visits
• Statewide Conferences:
  – Tutor Expo ‘16: Gavilan
  – Tutor Expo ‘16: San Diego City College
• Network:
  – Organizations: ACTLA, CalADE, NADE
  – CoPs: Reading Apprenticeship, Acceleration, Habits of Mind,
Tutor Expo ‘16: 350+ tutors from colleges all across California
Professionalization: Tutors as Presenters
Professionalization: Tutors as Presenters

Working with Faculty as Tutor Leaders

Tutor Expo 2016

Danny Jalili, Chris Ibbotson, Jose Martinez

Center for Academic Success
Los Angeles Pierce College
3CSN LAP STATEWIDE TUTOR EXPO SURVEY
Tutor Expo Survey

• Nearly 500 participants since 2014
• Survey went out 3 weeks ago
• 52 responses so far

Findings
• 100% reported that they thought professional learning was IMPORTANT or VERY IMPORTANT
• 77% reported that Expo changed that perception
Expo Survey Findings

“…[T]utoring is an extremely important position as tutors deal directly with students and support their success. Tutors need professional learning opportunities to continue learning how to support that success."

“It gives a greater sense of pride and community in our work, as well as validating the importance of our role in education.”
3CSN LAP STATEWIDE TUTORING SURVEYS
Tutor Coordinator Survey

• Distributed throughout 2015

• 83 Responses from 49 colleges (43%)
Coordinator Training

• Faculty members (58%)

• With master’s degrees (65%)

• No formal training
Tutor Training

- **NFCR COURSE/CLASS/WORKSHOP**: 48
- **CR COURSE/CLASS/WORKSHOP**: 46
- **ONGOING TRAINING**: 35
- **CRLA CERTIFICATION**: 21
- **ONLINE**: 17
Supplemental Instruction or Course Embedded Tutoring

65% (54) reported that they provide SI or CET. Of those:

• 53% (29) don’t know the UMKC model
• 11% (6) fully align with the model
• 30% (16) mostly align
• 26% (14) partially align
• 4% (2) align a little
• 5% (3) are totally different
Tutor Program Evaluation

IR Interaction

• 1-2 times per year (41%)
• 24% received data less than once per year
Tutor Program Funding

• College funded (80%)

• State funded (75%)
  • Basic Skills Initiative (50%)
  • Equity (13%)

• Federal Funding (40%)
Tutor Program Funding

• Most started tutoring with special funds (78%)

• 1/3 could institutionalize those services (39%)

• 1/3 have not institutionalize those services (34%)
Take Aways

Training
• Idiosyncratic tutor training
• No coordinator training

Embedded
• Many embedded tutoring models, but few align with “UMKC SI”.
• Confusion about the role/purpose of peer assisted learning
Take Aways

Funding
• Inconsistent sources
• Little Institutionalization

Data
• Most collected data twice a year or less

Centralization
• Largely decentralized. How do we create a cohesive community of practice?
The Future!!
Next Steps
Future of LAP

• Creating cohesive communities of practice across campus, region, state

• Collecting and sharing models of training for both tutors and coordinators

• Campus Visits/Assistance

• Support outcomes development and assessment
Future of LAP

- Clarification on roles/responsibilities/types of learning assistance

- Create leadership support/training following existing 3CSN models
  - Regional/state conferences/workshops

- Ongoing Inquiry
Future LAP Events

Regional Events
• 10/14: Cañada
• 10/21: Santiago Canyon
• 10/22: Riverside City
• 10/28: Pierce College

Tutor Expo 2017
• Pasadena City College: 3/31/17 to 4/1/17
• Northern, CA: TBA
SWOC

- Strengths
- Weaknesses
- Opportunities
- Challenges

SWOC Analysis
Next Steps For Your Programs

1. Identify one component that you would like to create, modify, or scale up
2. What can you do on Monday to make that happen?
3. Who will you contact on Monday to make that happen?
4. What resources will your need?
5. What other area(s) of your college will this change impact?
Q&A
And Contact Info

Questions?

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