The Professionalization of Tutoring:
Learning About Learning Assistance --
An MT2C Overview

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Who Does MT2C Support?
Modalities of Tutoring

On the Floor: MT2C LRC and Hotspots

Embedded: MT2C CT/GT Programs

Online: Includes 24/7/365 Math/English/ELAC/FYE + more!
Programs Supported Inside LRC

Athlete Tutoring
High Tech Center/DSPS
STEM Center
Writing Center (ESOL/Communication/GT)
Language Center
Embedded (Think Tank/CT)
Math/Science/Tech/Account/Econ
Mentor Tutors
Programs Supported Outside LRC

Veterans
EOPS
Music
Legacy (High School)
Allied Health
Personal Training
Honors
Architecture/Interior Design
Learning Assistance
Theoretical Frameworks
State and Local
Learning Assistance Project (LAP)

Statewide PL Org for Learning Assistance

A 3CSN Community of Practice (CoP)

Annual Learning Assistance Project Leadership Institute (LAPLI)
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 Tutoring and Computing Centers (MT2C)

Theoretical Framework for Learning Assistance
“Be Kind”

–MT2C Motto #1
“We don’t know yet, but let’s find out together.”

(Normalization of Confusion)

–MT2C Motto #2
MT2C Vision
To Become the Model Tutoring Program in California

It’s not what you know...it’s who you know it with!
MT2C 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, 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 MT2C Values

Process:
- *This is who we are*
- Summer 2018: MT2C Campus-wide Retreat
- Early Fall 2018: MT2C Leadership Team
- Mid Fall 2018: MT2C Survey
- End Fall 2018: MT2C Survey

Collaboration
Empathy
Empowerment
Equity
Kindness
Leadership
Mindfulness
Professionalism
Respectfulness
MT2C 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.

This mission was also reviewed at 2018 campus-wide retreat and will be updated by Spring 2019 semester.
2018-2019 Logic Model, TOC, and Mission

Mesa Tutoring and Computing Center (MT2C) Logic Model

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 CoPs among tutors, faculty, staff, & administrators.

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. Infrastructure. Removing tutoring stigma and developing a definition for “Professionalization of Tutoring.”
I will strive to become a better tutor every day.

I will become more equitable.

I will develop my leadership capacity.

I will continue to learn how adults learn.

BECOMING AN MT2C EDUCATIONAL PROFESSIONAL

I'm just a tutor.

I'm a tutor, d*mn it!
The MT2C Tutoring Cycle
*We don’t know yet, but let’s find out together…*

Welcome

What’s Next?

Mindfulness
Be Kind
Be Present
Set Intention
Foster Metacognition

How Can I Help You?

Teach it Back

Guide
The Expert and Apprentice Relationship
Adapted from: “The Reading Apprenticeship Framework.” West Ed
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 MT2C Team and MT2C Commitment to PL
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: Reading for Understanding: Training Creation
• Spring 19: Training Rollout and Next Texts
PL Leads to Innovation

Tutor Certification/Training Creation

- ELAC (ESL) Training Across Curriculum
- Study Skills Certification
- Social and Professional Etiquette in Action
- Using Questioning During Tutoring Sessions
MT2C Mentor Tutors 2018
MT2C Mentor Tutors PL

- Cooperrider: Appreciative Inquiry
- Senge: The Learning Organization
- Burns: Transformational Leadership
- Schoenback/Greenleaf: Learning Apprenticeship
MT2C All Tutor Training
2018 Highlights
MT2C All Tutor Training
2018 Highlights

• Guest Speakers This Past Year:
  – Judy Sundayo (Counseling)
  – Amber Alatorre (Counseling)
  – Alison Gurganus (Library)
  – Monica Romero (CTE)
  – Joseph Newell (AS)
  – UCSD PAL Program (TT)

• Mini Conferences on Campus
  • Defining Mindfulness
  • Introduction to AB705, Pathways, and CA Promise

• Focus on Intro/Conclusion of Tutor Cycle
  • Value of Setting Intentions
MT2C Workshop Series
2018 Highlights

- First Two Weeks and Friday Afternoon
- Faculty, Classified Professionals, AND Tutors Present
- ELAC Certification
- Communication Strategies for Excellent Customer Service
- Introduction to Leadership Theory
- Directive vs. Nondirective Tutoring
- Exploring Appreciative Inquiry in Tutoring
- Building Bridges Between Languages
- Closing the Gap: Intersectionality in STEM Tutoring
Tutors, Faculty, and Staff Conference Attendance

2018 IESI Conference
Riverside City College
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.
New Stuff
Highlights
New Hires!

- MT2C Embedded Tutoring Faculty
- MT2C Classified Professionals (x2)
Tutor Cohorts

• Previously: Tutors rolled in one at a time and just showed up
• Now (Think NFI-light):
  – Come in with cohort
  – Receive ED100 Refresher Training
  – Assigned Mentor Tutor
  – Work with Mentor at ATT and Thereafter
• Outcomes
  – Welcomed to team
  – Less Overwhelming
  – Point of Contact
Website

www.sdmesa/mt2c

Can see where tutoring is offered at all times including modality, schedule, drop-in, and appointments
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
2017 California Tutor of the Year

Jose Franco Rojo
Mesa MT2C Bill Peters
2017 Tutor of the Year

Joe Lunsford
Mesa MT2C Bill Peters
2018 Tutor of the Year
MT2C Classroom Tutoring (CT)

Success Rate changes for each Ethnic Group in courses with Embedded Classroom Tutor based on whether students had outside contact with the CT (Used CT – Did not Use CT).

Used CT = 1,025; Did not use CT = 2,255

Note: Only includes Ethnic groups with 10 or more students in both Groups (Used the CT, did not use the CT)
MT2C “On the Floor” Visitor Demographic (Fall 2017)

n = 1545 visited; 21,991 did not visit

- No different ethnicity pattern was noted between students who visited Mesa Tutoring and Computer Centers (MT2C) and who did not visit MT2C.

- [Bar chart showing ethnicity patterns]
Students who visited MT2C have consistently higher course success rate.
A Few Student Quotes

It is perfect! Everyone is friendly and eager to help. There is always someone available when I need help. I have logged in about 30 hours this semester and I would not have passed my math class without the Tutor Center.

I was super nervous but [my tutor] helped me and was super kind. And made it super clear for me to understand! Will be back!
I value the camaraderie, the sense that we are doing our best together to create positive results for tutees, the ideas--the four pillars, the tutoring cycle, the LA framework--that get reinforced, as well as new ideas, the enthusiasm and care all the presenters bring, the sincerity of the tutors, coordinators, and staff, the grace under pressure shown during the hiccups. Underlying everything is an enormous positive force powering MT2C's evolution and development, and I appreciate hearing future plans. I can't wait to sign up for the study skills certification program.
Tutor Response to ATT

I’ve learned how to be an inner coach to guide myself while dealing with stress from "Stress" session. I will use this experience to help more students because they are not alone. I’ve also learned something new from "How to Tutor without a Pen." In the past 6 weeks, I’ve always reminded myself of not taking a pen with me, but I made a mistake that I did take the prompts to look at it while the tutees handed it to me. I will let the tutees explain more about their prompts in the future. I will encourage them and let them take control of their work.
Summary
Where We Are Now

MT2C now has:

• More full time support
• 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, Classified Professionals, and Faculty
• Developed a Programmatic and Student Success Evaluation Cycle with IR
• Thriving Professional Learning Opportunities for Tutors/Classified Prof/Faculty
• Programmatic Support for Conference Attendance and Participation
• Established website/social media/resources
• Created more leadership roles for tutors, including mentor tutor level
• Connected to Mesa Programs: Athletes, HS, vets, honors, CTE, EOPS, DSPS
• Aligned our training practices for embedded and on the floor
Contact
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Questions
... about this picture
or anything else...