We've got the WOW! A University-based, Pre-professional, Service-learning Tutoring Program

Dr. Cynthia Park
Nadia Rohlinger

Learning Objectives

- Examine the **administrative features** of this tutor- training program that facilitate strong **collaboration**, **integration** with the three GEAR UP target schools, and **sustainability** of the program after GEAR UP funds are no longer available;

- Experience an **interactive activity** that we use to build soft skills for tutors and near-peers;

- Learn about the features of our all-university **recruitment and selection process** that garners undergraduate tutors from under-represented, low-income backgrounds to complete a circle of giving back to the communities we serve

- Receive models of **syllabi** used for the service-learning course

- Receive a **tool kit** that supports implementation of a service-learning university-based tutoring program.

Who are we?

- A 17-year partnership with three schools in City Heights, the lowest income neighborhood in San Diego

- Our six-year-old "GEAR UP to College Avenue Compact" features a sustainable university-based tutoring program administered by the Pre-College Institute

- The Pre-College Institute leverages university resources:
  - Two faculty-led service-learning courses
  - Work-study funding for math/science tutors through America Counts
  - Recruitment, selection, training, placement, coordination and oversight of work-study and volunteer tutors
  - Liaison with the GEAR UP advising program

Ice Breaker

Sweet Intros

- Your Name

- What schools/grades do you work with?
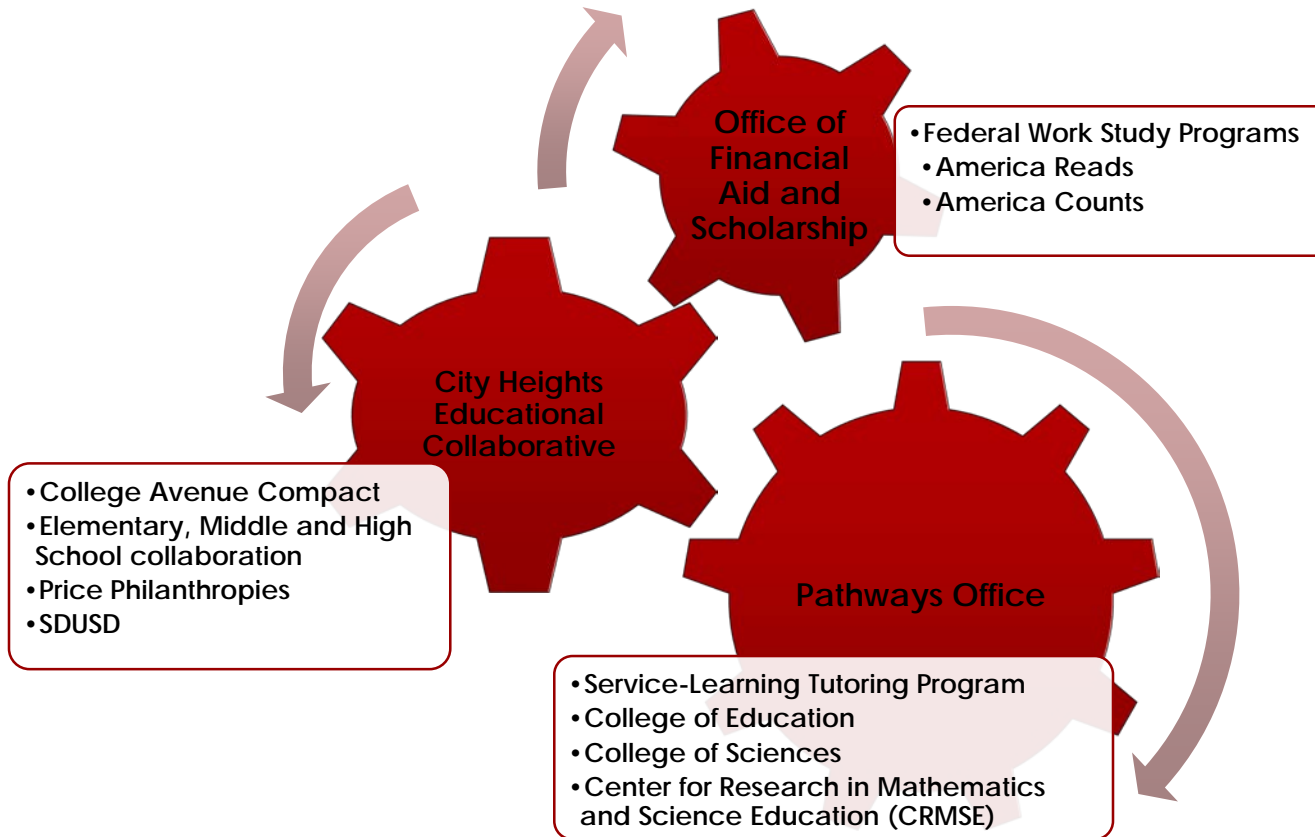
- Where you are from?

Kit-Kat: If you won the lottery, what is the first thing you would do?

M&Ms: If you could be any type of animal, what would you be?

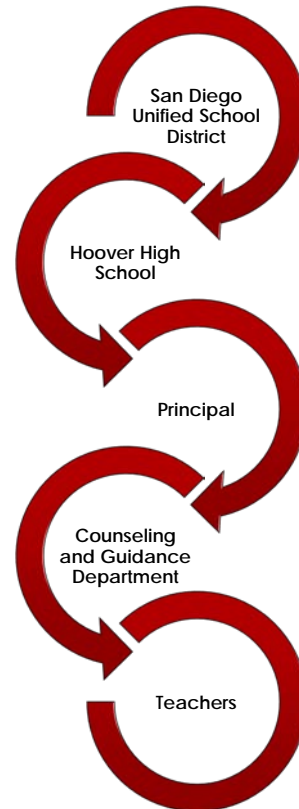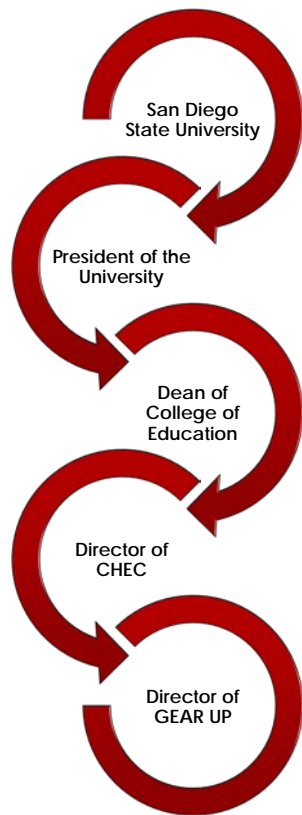Snickers: If you had any superhero power, what would it be?

Twix/ Crunch: If you could invite one famous person living or dead to dinner, who would it be?

Administrative features

Office of Financial Aid and Scholarship

- Federal Work Study Programs
- America Reads
- America Counts

City Heights Educational Collaborative

- College Avenue Compact
- Elementary, Middle and High School collaboration
- Price Philanthropies
- SDUSD

Pathways Office

- Service-Learning Tutoring Program
- College of Education
- College of Sciences
- Center for Research in Mathematics and Science Education (CRMSE)

Administrative features

San Diego State University

President of the University

Dean of College of Education

Director of CHEC

Director of GEAR UP

San Diego Unified School District

Hoover High School

Principal

Counseling and Guidance Department

Teachers

Class of 2015 and 2016

Monroe Clark Middle School → Hoover High School ← Wilson Middle School

- Sustainable Tutoring model

Interactive Activity

Pathways tutors

- **Recruitment**   **Accomplishments**

- Application

- Posted online and on bulletin board at the Financial Aid and Scholarship Office

- SDSU Web portal Message

- E-mails   pathways@mail.sdsu.edu

- Website http://pci.sdsu.edu/pathways

- Flyers, posting in key departments

- Referrals by current tutors

San Diego State University

○ This Site ○ SDSU | search | »

Pathways
to SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS
Careers in Education

Pre-College Institute | Upward Bound-HCOP | Talent Search-HCOP | Pathway FAQ's | Staff Directory

Need a job for the Spring semester?

Ever considered being a tutor? Earn $11.50 an hour! (if eligible for workstudy) All Majors Welcome!

Whether you are interested in being a teacher or just want to check it out, we are now enrolling students in TE-362: Fieldwork in Community Settings. The add codes will be given out after you are hired. This may count as Early Field Experience if you are going for your teaching credential! With this Service Learning class you will be placed at a local elementary, middle, or high school in a low-income community as a tutor. You can earn credits, money and be part of giving back to under-served students in San Diego!

Service-Learning Application.docx

Course Information

TE 362 *Monday* 4:00 pm- 6:40 pm (2 units)
TE 362 *Tues/Thurs* 2:00 pm- 3:30 pm (3 units)

Now accepting applications, 50 spaces available and fill fast!

Service learning course + tutoring in the school site = opportunity to give back to our community. Please contact us at pathways@mail.sdsu.edu or come by the Pathways Office located in North Education 280 for more information!

CRMSE

The Pathways Office is supported by the Center for Research in Mathematics and Science Education, the College of Sciences, and the College of Education.

Partnerships

- **School of Teacher Education**
- **College of Education, Office of Student Services**
- **College of Sciences**
- **Office of Academice Engaement-Division of Undergraduate Studies**
- **SDSU Career Services**
- **Financial Aid & Scholarships**
- **Math/Science Teacher Initiative**
- **America Counts Work Study**
- **Future Educators of America**
- **San Diego Unified School District**
- **Sweetwater Union High School District**

Pathways Calendar
Today ◄ ► Monday, June 29 ▾   🖶 Print Week Month Agenda ▾

SAN DIEGO STATE UNIVERSITY

GEAR UP to College Avenue Compact

PRE-COLLEGE INSTITUTE SERVICE-LEARNING TUTOR APPLICATION
SAN DIEGO STATE UNIVERSITY

(PLEASE CHECK A SEMESTER) **FALL ☐   SPRING ☐   YEAR:** _____

- ✎ *Please complete and return application to: Pathways Office, SDSU North Education Bldg. #280.*
- ✎ *If you have any questions about the application, please email pathways@mail.sdsu.edu.*
- ✎ *Please print in blue or black ink or type.*

Name: **RED ID:**

CONTACT INFORMATION

Local address: _____

Cell phone: _____   Alternate phone: _____

Email address:

Permanent Address: _____

Permanent phone: _____   Alternate phone: _____

SCHOOL INFORMATION

Major: Current overall G.P.A:

Expected semester and year of graduation: Number of completed semesters at SDSU:

Number of units you plan to enroll in for this semester:

FINANCIAL AID INFORMATION

Do you receive Financial Aid? *Please circle*   Yes   No   (If No, are you willing to Volunteer your time? ___)
Federal Work Study?*   *Please circle*   Yes   No   *If yes, please attach Federal Work Study Award*

Do you speak a language other than English? *Please Circle*   Yes   No
If yes, what language(s): _____

Which grade level are you applying for? *Please Circle*   High (9-12)   Middle (6-8)   Elementary (K-3)

REQUIRED SERVICE LEARNING COURSE & TRAINING
1. Enroll in <u>one</u> of the following service-learning courses

   TE-362 Section #1: *meets Tues/Thurs 2:00-3:30pm*   Yes   No   **3 unit course
   TE-362 Section #2: *meets Monday 4:00-6:40pm*   _Yes _No   **2 unit course
   ED 201: *meets Monday 4:00-6:40pm* **(Fall only)**   Yes   No   **3 unit course
   *We will provide Add Codes for tutors who are hired

2. Service-Learning Training Retreat: Saturday TBD after add/drop

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SIGNATURE: _____   **DATE:** _____

Pathways tutors

- **Screening/ Training/ Placement   Accomplishments**

- Application & Interview

- Live scan & recent clear TB test

- Tutor Training

- Placement
  - Tutor Factors: knowledge of math and/or science, location, travel, availability (days, hours)
  - School site factors: cooperating teachers, schedule
 - Program needs and funding

Pathways tutors

- **Seminars**   **Accomplishments**
  - Four seminars per semester
  - Pre-professional development
  - Life skills and strategies to become an effective tutor
  - Required for all tutors in the service-learning classes
  - Building a learning community

- Topics/Activities:
  - Perspective, Perception, Point of view
  - Types of questions (Open vs. Closed), Why not to ask "WHY?"
  - Making a connection
  - Stress Management, Mini-meditation, Reset
  - Learning styles
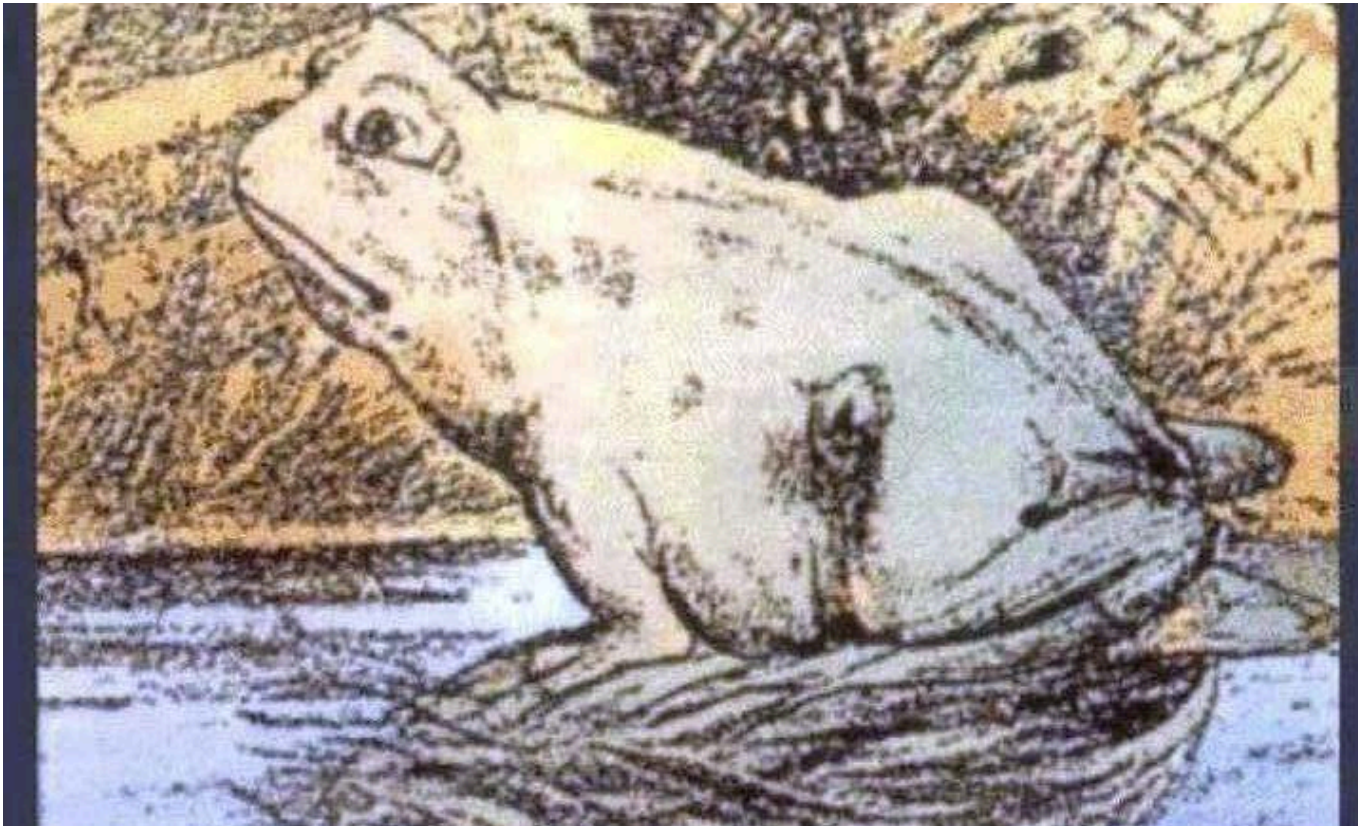
What do you see?

Pathways tutors

- **Accountability**　　　　　**Accomplishments**
  - Timesheet
  - Logs – paper and digital
  - Evaluation by cooperating teacher
  - Observations

- GEAR UP College Prep Tutors:
  - Case load of 5-10 students per tutor
  - High school students opt-in
  - Detailed logs
  - Coordinated follow up with GEAR UP Advisor

What do students gain by being a tutor?

- Early Fieldwork Experience hours required for the Teacher preparation program

- 3-units of service-learning academic credit useful to meet graduation requirements

- Supportive learning community

- Access to pre-professional training

- Access to University faculty that facilitates letters of recommendation

- Work-study students get paid

- Opportunity to give back to their communities

Q&A

- Questions?

- Answers

- Ideas

Contact Us:

- Dr. Cynthia D. Park
  Executive Director, Pre-College Institute
  Professor, School of Teacher Education, SDSU
  cpark@mail.sdsu.edu
  (619) 594-2349

- Nadia Rohlinger
  Service-Learning Coordinator
  nrohlinger@mail.sdsu.edu
  (619) 594-1683

- Website: http://pci.sdsu.edu

Tool Box

- **Course information** (syllabi, blackboard links)
  - TE-362: Field Work in Community Settings
  - ED-201: Introduction to Literacy
  - Teaching Materials

- **Recruitment**
  - Application
  - Draft emails
  - Flyer

- **Training/ Professional Development**
  - Tutor Training Agendas (Fall and Spring)
  - Tutor Training PowerPoint
  - Seminars

- **Screening/Placement**
  - Interview Questions
  - Clearance requirements
  - Placement criteria

- **References**
  - Bibliography, literature

- **Resources**
  - Presentation Proposal
  - PowerPoint

Research Base

- **Tutoring References** <u>Review of the Literature (full list available in the tool box)</u>

- Cohen, P. A., Kulik, J. A., & Kulik, C. C. (1982). Educational outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal*, 19, 237–248. doi: 10.3102/00028312019002237.

- Elbaum, B., Vaughn, S., Hughes, M. T., & Moody, S. W. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Journal of Educational Psychology*, 92(4), 605–619. doi: 10.1037/0022-0663.92.4.605.

- Fashola, O. S. (1998). *Review of extended-day and after-school programs and their effectiveness.* (CRESPAR Report No. 24). Baltimore, MD: Center for Research on Education of Students Placed At Risk. Retrieved from www.csos.jhu.edu/crespar/techReports/Report24.pdf.

- Lauer, P., Akiba, M., Wilkerson, S., & Apthorp, H. (2006). Out-of-school-time programs: A meta-analysis of effects for at-risk students. *Review of Educational Research*, 76(2), 275. Retrieved from http://search.proquest.com/docview/214114385?accountid=13758.

- O'Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K–12 curriculum intervention research. *Review of Educational Research*, 78(1), 33–84.

- Ritter, G. W., Barnett, J. H., Denny, G. S., & Albin, G. R. (2009). The effectiveness of volunteer tutoring programs for elementary and middle school students: A meta-analysis. *Review of Educational Research*, 79(1), 3-38. doi: 10.3102/0034654308325690.

- Rosenshine, B., & Furst, N. (1969). *The effects of tutoring upon pupil achievement: A research review.* (ERIC Document Reproduction Service No. ED 064 462). Washington, DC: Office of Education.

Additional Background Information About our Presentation Proposal

- The San Diego State University has formed a unique 17-year partnership with three schools in City Heights, the lowest income neighborhood in San Diego.

- Our GEAR UP to College Avenue Compact, now in its sixth year, has developed a sustainable university-based tutoring program that relies on the infrastructure of the SDSU Pre-College Institute as a major partner.

- This unit leverages university resources including two faculty-led service-learning courses, work-study funding for math/science tutors through America Counts, the recruitment, selection, training, placement, coordination and oversight of both work-study and volunteer tutors, and liaison with the GEAR UP advising program.

GEAR UP Accomplishments

- Professional development and preparation of undergraduates to be more competitive in the educational job market at San Diego City Schools.

- College-going culture, college knowledge survey

- # of GU students accepted to and completed Student Intent to Enroll form by May

- Official addition of Wilson Middle School to the City Heights Educational Collaborative

Positive outcomes of the program are:

- Recruitment and placement of 40-64 tutors each semester at City Heights target schools of which 8-15 are assigned to the GEAR UP Cohort(s)

- Integration with University and Collaborative schools through sharing common goals for students and increasing opportunities to communicate and work together to meet those goals.

- The school receives additional instructional support in the after school tutoring program

Positive outcomes of the program are:

- High retention and continuity of undergraduate tutors from year to year that establishes development of long-lasting relationships between undergraduate near-peer tutors and GEAR UP students

- Pre-professional experience at the appropriate developmental level of our undergraduates that assists them to develop their soft skills and their career goals.

- Development of a Learning Community that provides support to low-income underrepresented tutors and gives them a sense of purpose and belonging in a large urban university.

Positive outcomes of the program are:

- Institutionalization of the training program through established university classes offering elective academic credit, and salaried support of faculty to teach those classes.
  - TE 362: Fieldwork in Community Settings
  - ED201: Introduction to Literacy
  - Early Field Experience requirements for student teaching
  - University Faculty teaching the courses

Positive outcomes of the program are:

- GEAR UP students receive increased individualized attention and tutoring support to improve their achievement in math and science.

- GEAR UP students are exposed to near-peer role models to whom they can relate.

- GEAR UP teachers receive additional instructional support in their classroom.

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