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GETTING OUR TUTORS BACK

GETTING OUR TUTORS BACK ON TRACK: AN EXAMINATION OF THE  
PERCEPTIONS OF SMALL GROUP INSTRUCTION AND ENGAGEMENT STRATEGIES  
AND THE PROFESSIONAL DEVELOPMENT REQUIRED

By

Kimberly Nicole Moore, Ed.D.

A DISSERTATION

submitted to Lynn University in partial fulfillment

of the requirements for the degree of

Doctor of Education

2023

Doctoral Program in Educational Leadership

Ross College of Education

Lynn University

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## GETTING OUR TUTORS BACK

### **Abstract**

Research has shown that teachers and tutors are facing what they are calling the COVID-19 slide, a decline in achievement gains made during the previous school year and school closures due to the COVID-19 Pandemic. There is not only a loss of learning, but also a substantial impact on children's development. Teachers and tutors are now facing such prolific deficits that they are trying to find solutions to provide more assistance for those struggling students. One solution is tutoring.

This literature review offers information on the increased need for tutoring programs over the past few years and discusses the need for customized professional development webinars in the areas of classroom management and small group teaching strategies for professional tutors in order to increase their level of efficacy. The history and impact of tutoring programs and successful tutoring programs are explored as well as the current demand for tutoring and the deficiencies in the area of professional development available to tutors.

As part of the proposed program, teachers and tutors were presented with a pre-survey to obtain their perceptions of the effective components of professional development. A webinar on classroom management techniques and a webinar on small group teaching strategies that will increase student engagement were offered along with a post-survey to evaluate the effective components of the professional development webinars the tutors' experienced. The data revealed that the webinars included more than just the participants' top three components from the pre-survey and also included strategies that would benefit their practice.

*Keywords:* classroom management, COVID-19 slide, professional development, student engagement, teacher, tutor, tutoring programs.

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**Dedication**

This doctoral degree is dedicated to my mother, Ruth, for her unconditional love, and support throughout my life. To my sister, Melissa, for her inspiration and support throughout my journey at Lynn University. To my nieces, Shannon and Hannah, and my nephew, Christian, for always being there to listen and encourage me when I was down, or being ready with a hug whenever I needed it.

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## Chapter I: Introduction

### Background

According to Kuhfield and Tarasawa (2020), the COVID-19 slide is a pattern of academic setbacks shown by students that are typical during the summers and school closures due to the COVID-19 Pandemic. Many educators and parents are familiar with the summer slide, which, in comparison, is a pattern of academic setbacks shown by students during the summer (Kuhfield & Tarasawa, 2020). Teachers and tutors have faced the COVID-19 slide since school started in August of 2021. “Prior research about typical learning loss over the summer break (*summer slide*) provides a starting point for understanding the potential impact of the COVID-19 crisis disruption. As with many other education research studies, there are many more outcomes reported about reading skills than for math or other subject areas” (Bielinski et al., 2020, pg. 4). Not only is there a loss of learning, but there is also a substantial impact on a child’s development, especially students from low-income families and students who are underserved. As of the end of June 2021, “the majority of children in the United States may have gone a full calendar year with little or no in-person schooling” (Edgerton, 2021, para. 1). Even before COVID-19, millions of students did not have access to devices or the internet to learn. Today, teachers in the classroom face such prolific deficits that they are trying to find solutions to provide more instructional time for students. One solution is tutoring.

Tutoring services are designed to supplement and reinforce the learning in the classroom. It is not intended to replace it. Each tutor strives to be an expert in the content and an active evaluator of student understanding. They continually ask questions that allow their students to express their understanding in many ways. Establishing a positive and encouraging relationship

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with students is another element of successful tutoring services (Weimer, 2013).

### **Significance of the Study**

The significance of this study was embodied in the new measurement of the considerable difference between tutors who receive continual professional development opportunities and tutors who do not receive continual professional development opportunities. The tutors were the independent variable in this study, and professional development was the dependent variable.

The need for personalized learning has existed for quite some time. In an article for [brookings.com](https://www.brookings.edu/), the author had this to say:

“Even before the Pandemic, the United States struggled with a stratified, unequal education system in which millions of students were behind grade level. Today’s rapid shift toward internet-based learning has risked further exacerbating inequality across racial, class-based, and geographic lines, underscoring how many students continue to lack access to the basic technology that is foundational to remote education. The magnitude of these challenges has augmented the need to urgently identify and scale cost-effective solutions to help to ensure that students do not experience learning losses that could last a lifetime” (Nickow et al., 2020, para. 2).

He also suggests that tutoring programs that occur within the school day may be beneficial.

Many different avenues can be used to allow students the opportunity for reinforcement and reteaching, including small groups, one-to-one tutoring, and peer tutoring (Nickow et al., 2020).

### **Study Rationale for the Study**

Based on the research presented here, there is a continual need to assist struggling students. This study examined how personalized small-group tutoring can be used as an

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intervention method. There is a lack of research on the specific strategies that professional tutors can use to increase student engagement, student achievement, and professional efficacy.

Teachers employed in a traditional school setting are given access to the professional development programs that their administration or school district puts together. Professional tutors who work alone or who work for private companies tend to have an even more limited set of professional development opportunities. The proposed program assisted in filling in a small part of this need by allowing participants from all job types free, flexible, and on-demand training opportunities to help increase their skills. The researcher's proposed program aspired to incorporate the necessary classroom management and small group teaching strategies, and skills-based learning activities to help increase student engagement. A professional development webinar was the presentation used. A pre and post-survey was presented to professional tutors at the appropriate time during the implementation. The final study has been published for future implementation and further research.

### *Context of the Study*

The researcher utilized professional tutors from a large, urban school district located in southeast Florida, comprised of the entire county. This school district is one of the largest districts in Florida and one of the largest districts in the United States (BCPS, 2021). The district comprises over 300 schools that serve the Pre-Kindergarten through grade 12 population. The district serves over 256,000 students as a whole (BCPS, 2021). The student enrollment breakdown from the 2021 - 22 report stood at 51.2% White, 40.6% Black, 36.7% Hispanic, 3.8% Asian, 0.4% Native American/Native Alaskan, 0.2% Native Hawaiian/Pacific Islander, and 3.7% Multi-racial. The district serves a student body comprised of 11.4% English Language

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Learners (ELL) and 14.4% students with exceptionalities/ disabilities (ESE) (BCPS, 2021). This study focused on a convenient selection of professional tutors who instruct elementary, middle, and high school level students in Florida schools.

According to an employment website called Zippia.com, Mathnasium's company demographics stand at 43% female and 57% male, 54.5% White, 11.1% Black, 15.9% Hispanic, 13% Asian, and 5.5% unknown. The same source lists Huntington Learning Center's company demographics as 67% female and 33% male, 61.8% White, 12.6% Black, 15% Hispanic, 7% Asian, and 3.6% unknown. It also details Kumon's company demographics as 67.9% female and 32.1% male, 43% White, 8.9% Black, 16.1% Hispanic, 25.2% Asian, and 6.8% unknown (Zippia, 2022). Sylvan Learning Centers located in Florida record their demographics as 80.8% female and 19.2% male, 42.3% White, 34.6% Black, 11.5% Hispanic, 0% Asian, and 11.5% Unknown (M. Smith, personal communication, November 16, 2021).

### *Conceptual Theory Design*

The first theory that this study is based on is constructivism. Constructivism allows new knowledge to be built from new information and previous experiences. It also allows new ideas to be personalized to the learner (McLeod, 2019). The new program included aspects of the theory of Multiple Intelligences. Multiple Intelligences Theory tells us that all learners are unique. Each person has a different balance of the eight types of intelligence: logical/mathematical, linguistic, musical, spatial, bodily-kinesthetic, naturalist, interpersonal, and intrapersonal, as identified by theorist Howard Gardner. The multiple intelligences theory can be refined into the VARK learning styles model. The VARK model appeals to visual, auditory, reading/writing, and kinesthetic styles (VARK Learn Limited, 2020).



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### *Theoretical Framework*

This study explored the priori hypothesis that a positive relationship exists between the use of professional development opportunities and an increased sense of self-efficacy in classroom management and student engagement. Teachers and tutors are daily practitioners; they allow their learning and training to influence their actions each day. Theorist John Dewey (1938) believed that application and practice are vital for learning for students and adults (Deng, 2006). A current study (2013) found that many new teachers lack the field experience needed to be successful long-term (Kronholz, 2013). This study's goals were to identify classroom management and small group teaching strategies and skills-based learning activities.

### **Purpose of Study**

The purpose of this study was to examine if tutors receiving a professional development webinar in the implementation of classroom management techniques and small-group teaching strategies would increase student engagement. This study included an examination to determine if implementing a professional development webinar will increase tutors' level of efficacy in classroom management and student engagement.

### **Research Questions**

In addition to the learning losses that students are experiencing, professional tutors are feeling a lack of support from their organizations. The owners and directors of tutoring programs are the backbones of their organizations. Professional tutors are vital organs. If the professional tutors do not feel connected to the system, the entire "body" of the organization may fail. Studies indicate that professional tutors are more likely to remain in the same tutoring programs if they receive clear expectations and regular feedback, professional development, are given

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growth opportunities and feel included in the organization's culture; this is especially true for high-need areas (Learning Policy Institute, 2017). Finding the best support methods can be challenging for the leadership team. They are already balancing the students' academic and socioemotional needs, the community's economic constraints, and the organization's operational needs as a whole.

These challenges lead to the three questions that were the focus of this research:

- RQ1: What are the effective components of a customized professional development webinar for professional tutors?
- RQ2: How will a customized professional development webinar provide classroom management strategies for professional tutors?
- RQ3: How will a customized professional development webinar increase student engagement for professional tutors?

### **Assumptions**

The following assumptions were present in this research study:

1. It is assumed that students in the participant's instructional groups are correctly identified for interventions.
2. It is assumed that participants have some professional relationship with students.
3. It is logical to assume that students who receive supplemental learning opportunities will make gains more readily than those that do not.

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### Definition of Terms

The following terms were essential to the study:

In the Glossary of Education Reform (2014), the term *classroom management* refers to “the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class” (para. 1).

*Coronavirus disease (COVID-19)* is defined by the World Health Organization (n.d.) as “an infectious disease caused by the SARS-CoV-2 virus” (World Health Organization, n.d., para. 1).

According to Kuhfield and Tarasawa (2020), the *COVID-19 slide* is where “students showed patterns of academic setbacks typical of summers throughout an extended closure and COVID-19 slowdown, which is where students maintained the same level of academic achievement they had when schools were closed” (p. 2).

Merriam Webster (n.d.) defines a *pandemic* as “an outbreak of a disease that occurs over a wide geographic area (such as multiple countries or continents) and typically affects a significant proportion of the population” (para. 3).

According to the Glossary of Education Reform (2015), the term *personalized learning* refers to “a diverse variety of educational programs, learning experiences, instructional approaches, and academic support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students” (para. 1).

The term *professional development* refers to “continuing education and career training after a person has entered the workforce in order to help them develop new skills, stay up-to-date on current trends, and advance their career” (Antley, 2020, para. 3).

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*Remote education or remote learning* occurs when “the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional classroom setting” (Training Industry, n.d., para. 1).

*Self-efficacy* refers to “an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments” (Carey & Forsyth, 2009, para. 1).

*Student achievement* is defined as “the measurement of the amount of academic content a student learns in a given time frame”. Student achievement also refers to “the extent to which a learner has attained their short or long-term educational goals” (Top Hat, n.d., para. 1).

According to the Glossary of Education Reform (2016), *student engagement* refers to “the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education” (para. 1).

According to Kuhfield and Tarasawa (2020), the *summer slide* is a pattern of academic setbacks shown by students during the summer. “Some of the earliest work in seasonal learning suggested that summer slide leads to declines of two to three months of learning over summer, while other research using nationally representative data showed small declines (two weeks of learning), or sometimes even small gains, during the summers following Kindergarten and first grade, which researchers described as summer slowdown” (Kuhfield and Tarasawa, 2020, p. 2).

The term *teacher* refers to “a person who helps others to learn. In this context, it is used to refer to a person who facilitates learning, including the higher education institutions” (IGI Global, n.d., para. 1).

Gotez (2016) defines the term *tutor* as a person who “helps students help themselves, and

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to assist or guide them to the point at which they become independent learners” (para. 2).

*A tutoring program* is “ a program that provides a committed, sustained, one-to-one relationship between a volunteer and a youth, dependent person or elderly person based upon a specified activity that increases specific skills of the youth, dependent person or elderly person” (Law Insider, n.d., para 1).

### **Organization of the Dissertation**

The dissertation was organized as follows:

Chapter one encompassed the background that informs the study topic, the statement of the problem being studied, and the research questions that guided the study. Chapter two detailed the previous research in the area and identifies the need that the proposed program has assisted in filling. Chapter three described the methodology that the study followed. Chapter four explores the findings of the study. Finally, chapter five presents the study’s conclusion and recommendations for future research.

## Chapter II: Literature Review

### Introduction

This literature review presents information on the increased need for tutoring programs over the last five to ten years. The literature review focuses on the need for customized professional development webinars in the areas of classroom management and small group teaching strategies for professional tutors in order to increase their level of efficacy. The information provided in this chapter explores the history and impact of tutoring programs and successful tutoring programs. The concluding sources expose the current demand for tutoring and the deficiencies in the area of professional development programs available to tutors. The chapter concludes with a rationale for creating professional development webinars and discusses how these webinars assist in filling a need that is missing from the research.

According to an article published by the NWEA Collaborative for Student Growth (2020), students are projected to return to school with up to 70% of the learning gains in reading that they would have had in a traditional school year. Unfortunately, the projections for mathematics are slated at less than 50% of expected gains. Improvements have been shown when students are supported with quality tutoring programs. In a previous research study, Gordon et al. (2004) found that students showed a six-month to one-year improvement in skills around the 30th hour of personalized tutoring. Gordon et al. (2004) also conducted qualitative research that found similar findings to this study; parents, educators, and students expressed growth in academics, motivation, and an improved attitude toward learning.

The Pandemic has caused some necessary transitions in how students can access tutoring. Traditional tutoring is done through in-person, one-to-one, or small group meetings. Since

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lockdowns began, access to online tutoring has increased exponentially. According to a report released in 2022, “the global market for Private Tutoring estimated at US\$123.8 Billion in the year 2020, is projected to reach a revised size of US\$201.8 Billion by 2026”. Private tutoring is one of the most widely adopted learning methodologies with the aim of enhancing a student’s overall academic performance” (Global Industry Analysts, 2022, para 1).

### **The History of Tutoring Programs**

Tutoring is a long-standing element of the education process. Tutoring, as we know it, dates back to the eleventh century, but its origins date back to the time of Aristotle and Socrates (Alesksandrovna et al., 2015). In the 11th century, tutoring became part of the university system. Students would refer to their tutor as a “master” who they studied under. By the 12th century, the world of private education was open to young boys from low-income families who were taught basic reading, writing, and mathematics by priests of the church. Small group tutoring came about in the 1700s. A tutor would meet with one or two students on the university campus in these groups. Tutoring as we know it today has become more commonplace in the last few decades. As of 2016, over forty percent of students in London, England, will have experienced private tutoring in some form (Antalffy, 2020).

Gotez (2016) defines the term *tutor* as a person who “helps students help themselves, and to assist or guide them to the point at which they become independent learners, and thus no longer need a tutor” (para. 2). A *tutoring program* is “a program that provides a committed, sustained, one-to-one relationship between a volunteer and a youth, dependent person or elderly person based upon a specified activity that increases specific skills of the youth, dependent person or elderly person” (Law Insider, n.d., para. 1). The tutoring industry is continually

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growing. As of 2019, the tutoring workforce totals 190,000 members. Colleges and universities employ approximately 42% of tutors, elementary and secondary schools employ 21% of tutors, and 30% of tutors are employed by other educational institutions (DataUSA, n.d.).

When selecting a tutoring program, it is critical to choose a highly qualified tutor. Some programs require the tutors to be state certified, and some do not. In an article that makes tutoring recommendations to parents, the author states: “Make sure to choose a skilled and experienced professional who continuously improves themselves, gets along with your child, takes their individual needs into account, offers creative hands-on practice, and is available for frequent private tutoring sessions” (Silva, 2019, para. 31). The relationship between an instructor and their students determines whether they survive or thrive in the learning environment. To create a positive environment, we must embrace the idea of academic optimism. Academic optimism is “the combination of teachers’ self-efficacy, trust in students, and academic focus to create a school climate that promotes learning and achievement” (Schunk, 2013, p. 324). MacSuga-Gage, Simonsen, and Briere (2012) of the University of Connecticut stated that “successful teachers expertly weave together academic behavioral and social threads to achieve a unique classroom tapestry” (para. 2).

### **The Impact of Tutoring Programs**

In some cases, tutoring does not facilitate the amount of growth that educators would hope. A study in Mississippi measured the effects of before and after school tutoring for 3rd-6th grade students taking the Mississippi Curriculum Test (MCT). This study found the only significant improvement was within the third-grade students receiving assistance with mathematics. Even with the minimal improvements, the researchers attributed the increases to the variation of teaching strategies used by the tutors in the programs (Goyette, 2008).



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Research shows that tutoring significantly impacts learning gains and student motivation across all grade levels. One of the most beneficial types of tutoring programs is referred to as “high-impact” or “high-dose” tutoring (National Student Support Accelerator, 2020). This type of program is individualized and is designed to support in-school learning. It requires a substantial time commitment (typically more than one session totaling up to three or more hours a week) and a sustained, trusting relationship with the tutor. A qualified leadership staff that helps to monitor student progress and promotes quality learning opportunities is also required (National Student Support Accelerator, 2020).

One study examining a selection of virtual tutoring programs in Italy during the COVID lockdown found that when middle school students received a minimum of three hours a week of virtual one-on-one tutoring assistance, their academic achievement increased by 4.7%. These programs also reported that the student’s sense of well-being increased by 26%, and their understanding of socio-emotional skills increased by 21.1% (La Ferrara, 2020). Clearly, supplementing a student’s classroom experience is significant to achievement and their state of mind and development.

When a student prepares for standardized tests, such as SAT or ACT, tutoring is sought. A quasi-experimental study was conducted in 2018 and found that each hour of individualized tutoring can increase the student’s score by about 2.34 points (Moore et al., 2018). The study looked at the effect of preparation activities on the students’ composite ACT scores. Those that employed a private tutor improved their score significantly more than those that participated in other preparation activities. After eleven-plus hours of tutoring, the mean scores increased from 24.31 to 24.91. The other preparation activities were not considered statistically significant gains.

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The students' attitudes about preparation seem to be reflected in their scores. Those who reported feeling inadequately prepared scored 0.322 scale points lower than those who felt prepared (Moore et al., 2018).

### **Successful Tutoring Programs**

Sylvan Learning is a private tutoring company specializing in personalized skills-based programs that help students increase their math and reading skills. They also offer writing, homework support programs, and SAT/ACT test prep. For over forty years, they have created a proven assessment cycle that influences the adaptive program designed for each student (Sylvan Learning, LLC., n.d.). Sylvan's program aligns with this research study's themes: student achievement, student engagement, and professional development for their tutors.

The Sylvan Learning program is backed by a guarantee that each student will master a minimum of fifty academic skills within fifty hours of tutoring (Sylvan Learning, LLC., n.d.). However, it is essential to clarify that the skills that make up the fifty hours can include any combination of remedial, on-grade level, or advanced level skills unique to each student's needs. The program is delivered via an iPad application that organizes the skill threads into pretests, guided practices, and independent/applied practice activities (M. Smith, personal communication, November 16, 2021). This scaffolding allows the student to show prior knowledge, receive the tutor's collaborative assistance, and prove mastery before moving on to the next skill. Student engagement is also fostered through the motivational system, which allows the students to earn tokens for many types of academic achievements. These achievements can be good scores on assignments or a positive report from school, but also can be positive efforts, like perseverance and creative problem-solving. Once they earn 200 tokens,

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they can “cash in” and receive a \$10 gift card to shop at places like Amazon or GameStop. Students can also simultaneously save up and cash in for multiple cards (M. Smith, personal communication, November 16, 2021).

Sylvan Learning’s professional development for the tutors is done by an initial onboarding training that allows the incoming tutor to experiment with a demo version of the student’s digital program and then observe and converse with a more experienced tutor for a few sessions before teaching on their own (M. Smith, personal communication, November 16, 2021). The tutors are allowed some creative flexibility when choosing the manipulatives or extension materials they use with their students (Sylvan In-Home, LLC., n.d.). No ongoing professional development is provided for tutors (M. Smith, personal communication, November 16, 2021). According to Figure 1, Sylvan Learning has tried to compare itself to its current competitors.

Mathnasium is another example of a current tutoring program available. Unlike Sylvan Learning, they specialize in only mathematics. According to the results report from 2018, a single group pretest/posttest design was used and conducted over twelve months. Their students improved their scores from 19.7 to 35.2 percentage points (Watson Education, 2019). Huntington Learning Centers, a family-owned company established in 1977, offers a personalized tutoring program similar to Sylvan Learning. A study conducted in 2017 showed that students who participated in 50 hours of tutoring made improvements equivalent to 5.3 months of schooling in reading comprehension, 4.3 months in vocabulary, and 4.4 months in mathematics (White & Meredith, 2017). Again, these improvements are similar to the six-month to one-year gains in the Gordon study referenced earlier (Gordon et al., 2004). Kumon, started by a Japanese man named Toru Kumon in 1958, created the Kumon Method, which admits that worksheets are the key to

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students’ success. According to their corporate website, Kumon has no achievement data available for examination. The websites for the aforementioned tutoring organizations do not detail whether or not professional development is offered to their staff.

**Figure 1**

*How Sylvan’s Personalized Tutoring Compares to Private Tutors, Kumon, Mathnasium & Huntington*

Designations based on information from national branded websites.

		Private Tutors	Huntington®	Kumon®	Mathnasium®
<b>Measurement &amp; Results</b>					
Guaranteed skill progress: Students will demonstrate mastery of at least 50 skills in 50 hours of instruction	✓	✗	✗	✗	✗
Proven results backed by third-party research studies	✓	✗	✓	✗	✓
<b>Teaching Profile &amp; Environment</b>					
Team of education experts, including a state-certified Director of Education on staff, to ensure your student always has a tutor	✓	✗	✗	✗	✗
Low student-to-tutor ratio	✓	✓	✓	✗	✓
Individual, adaptive learning plans that adjust in real time using advanced technology	✓	✗	✗	✗	✗
Dedicated, professional learning environment	✓	varies	✓	✓	✓
Proven, systematic motivational system for kids that rewards positive academic behaviors like effort, perseverance and positive attitude with prizes and tokens	✓	varies	✗	varies by location	✗
<b>Educational Program Overview</b>					
Robust proprietary curriculum in math and reading that’s aligned with college and career readiness standards	✓	✗	✓	✗	✗
Computer-adaptive assessment tests and progress assessments that are consistently updated and validated from nationally recognized testing partner	✓	✗	✗	✗	✗
Digital instruction delivery system allows our teachers to provide interactive and personal lessons that adapt to your child’s exact skill level and pace	✓	✗	✗	✗	✗
Parent portal with online progress tracking	✓	✗	✗	✗	✗
Proprietary online learning activities for kids to continue learning outside of Sylvan	✓	✗	✗	✗	✗
Regularly-scheduled progress meetings for parents	✓	✗	✓	✗	✓
<b>Diversification of Programs</b>					
Reading, writing, math, algebra, geometry, study skills, ACT® and SAT® test prep, state test prep, robotics, coding, engineering, science, college readiness and more to support the full child	✓	varies	✗	✗	✗

*Note.* Sylvan Learning, LLC. (n.d.). *How we compare* [Image]. Sylvanlearning.com.

<https://www.sylvanlearning.com/docs/default-source/default-document-library/how-sylvan-compares.pdf>

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### Current Demand for Tutoring

Research provides strong evidence of a current demand for tutoring (Rothman & Henderson, 2011).. Tutoring can produce learning gains for students who have had a significant loss of learning during the COVID-19 Pandemic and for students who need an extra boost in academics. Tutoring can also benefit students who require passing standardized or state testing requirements. A study in 2011 showed that school-based tutoring helped a group of middle school students (grade 8) in New Jersey to increase their standardized test scores in Language Arts by 2% and Mathematics by 4%, respectively (Rothman & Henderson, 2011). Many parents do not usually rely on research when deciding that tutoring is needed. They invest in tutoring services to improve their child’s performance and grades at school. No matter the reason, tutoring is not only popular as of lately, but it is also very effective.

Kuhfield and Tarasawa (2020) describe that the economic impacts and trauma of the COVID-19 Pandemic will have continued effects that will create opportunity gaps that will be intensified. The *COVID-19 slide*, or *COVID slide*, is a common term in schools across the nation and is compared to the term *summer slide*, which is learning loss typical during the summer. Kuhfield and Tarasawa (2020) forecasted that “preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions” (p. 2). Even though educators, policymakers, and families could not foresee the potential impact of the COVID-19 slide, many suggested online tutoring during the crisis as one way of attempting to battle the future needs of students. At the same time, they waited for classroom instruction to resume.

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“As with many other education research studies, there are many more outcomes reported about reading skills than for math or other subject areas” (Bielinski et al., 2020, pg. 4). Not only is there a loss of learning, but there is also a substantial impact on a child’s development, especially students from low-income families and students who are underserved. As of the end of June 2021, “the majority of children in the United States may have gone a full calendar year with little or no in-person schooling” (Edgerton, 2021, para. 1). Even before COVID-19, millions of students did not have access to devices or the Internet to learn. Teachers in the classroom are facing such prolific deficits that they are trying to find solutions to provide more instructional time for students. One solution is tutoring.

In an article written to highlight some of the problematic effects the COVID-19 lockdowns are having on student learning, author Andre Nickow and his fellow researchers commented:

“Today’s rapid shift toward internet-based learning has risks of further exacerbating inequality across racial, class-based, and geographic lines, underscoring how many students continue to lack access to the basic technology that is foundational to remote education. The magnitude of these challenges has augmented the need to urgently identify and scale cost-effective solutions to help to ensure that students do not experience learning losses that could last a lifetime” (Nickow et al., 2020, para. 2).

While COVID-19 has been a dominant issue for our world, there has been no plan to ensure that students have access to the Internet as well as the technology necessary to learn at home.

When examining the results of the National Assessment of Educational Progress in 2017, 30% of the eighth graders studied performed at a “below basic” level (approximately 175,500

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students). The students performing at an advanced level totaled approximately 10% (58,500 students) (Sparks, 2018). The NAEP reported in the 2019 assessment results that the percentage of students at or above the proficient level remains somewhat unchanged in mathematics, from 40% in 2017 to 41% in 2019 for fourth graders and 34% for eighth-graders for both years. The NAEP also reported in this assessment that the percentage of students at or above the proficient level has lowered in reading from 37% in 2017 to 35% in 2019 for fourth graders and from 36% in 2017 to 34% in 2019 for eighth graders (The Nation's Report Card, 2019). Viewing the testing results and seeing that the lack of reading and math proficiency has reached as far back as 2017 alerts us that learning losses are a continual issue that tutoring helps to mitigate.

Prior to the 2022 - 2023 school year, Florida state law [section 1008.25(5), Florida Statutes (F.S.)] required that each student in third grade achieve at least a level 2 on the Florida Standards Assessment of English Language Arts (FSA - ELA) to be promoted to fourth grade. If the student does not receive a level 2, they may receive a standardized reading assessment and show a portfolio of work as a means of alternative assessment (FLDOE, n.d.). Third grade can be considered a turning point in an elementary student's career. The goal of reading shifts from learning to read to "reading to learn." Being a proficient reader can have long-lasting effects on the student's education. A longitudinal study tracked a group of students through school and discovered that the students deemed non-proficient readers in the third grade were four times more likely to drop out of high school before completion. Approximately 83% of non-proficient third graders are at risk of not graduating from high school if they stay enrolled (The Annie E. Casey Foundation, 2010). Third grade is the first year students experience the Florida Standards Assessment annual testing. According to the 2017-2018 promotion criteria matrix by Broward

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County Public Schools, all third-grade students must achieve at least a level 2 on their Florida Standards Assessment in reading to be eligible for promotion to 4th grade (BCPS, 2017).

Reading scores are used as the primary criterion for promotion, but that does not mean that mathematics is not equally important. The demand for tutoring is at an all-time high due to learning loss brought on by COVID-19 issues and the need to pass state assessments for promotion and college admission testing requirements.

### **Current Needs of Tutoring Programs**

Tutoring provides supplemental education. This additional education can lead to tutors who have a vast array of qualifications. Some tutors are professional teachers, others have been trained in company-sponsored tutoring programs, and some are volunteers or student “peers” who are tasked with assisting classmates. The current needs of tutoring programs encompass professional development for tutors, the obstacles professional tutors face in the learning environment, and the lack of preparation of teachers from undergraduate courses. These deficiencies in tutors’ qualifications can adversely affect the student’s learning experience. The solution being proposed by the researcher is a professional development webinar.

### **Current Deficiencies of Professional Development for Tutors**

Successful professional development needs to be available for professional tutors on an ongoing basis (United States Department of Education, 2001). One study examined two groups of students participating in a structured tutoring program and found that the students being guided by the tutor who actively participated in ongoing training outperformed the other group whose tutor did not participate. Authors Wasik and Salivn reasoned that the improvements that students experience could be traced to the increase in instructional time and the overall quality of



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that instruction (United States Department of Education, 2001).

Sylvan Learning states on its website that tutors must have a four-year degree or equivalent as a basis for employment. Math tutors must show three years of college-level math in conjunction with the degree. Proof of teaching certification is allowed to be current or expired. Classroom teaching experience is preferred but not required (Sylvan Learning, LLC., n.d.). Huntington Learning Centers also provides for a wide variety of experience levels, from recent graduates to retired teaching veterans but does not show the basic education requirements on their website (Huntington, n.d.). Kumon is similarly hard to determine, except that some positions require at least a general bachelor's degree (Kumon, n.d.). The Mathnasium website mentions that their math instructors must be comfortable teaching up to and including Algebra concepts. The qualification listing does not mention a degree or a teaching experience requirement. However, it does note that the instructors will be trained to deliver lessons according to the "Mathnasium Method" (Mathnasium, n.d, para. 1). All four of the tutoring organizations' websites do not detail whether or not professional development is offered to their staff. Furthermore, a Sylvan staff member noted that no ongoing professional development is provided for tutors at their center (M. Smith, personal communication, November 16, 2021).

An examination of professional development literature conducted and published in *The Delta Kappa Gamma Bulletin International Journal for Professional Educators* (2017) found four main themes among the participant's responses:

1. Teachers want interactive, engaging, and relevant professional development learning opportunities for their students.
2. Teachers want professional development learning opportunities that show them a

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more practical way to deliver content.

3. Teachers want professional development learning opportunities that are teacher-driven.
4. Teachers want professional development learning opportunities that are sustained over time.

### **Current Deficiencies of Classroom Teachers as Tutors**

Classroom teachers are sometimes viewed as “superhumans of education” that can accomplish anything and reach every single student at all times. Unfortunately, this is untrue. Teachers face many different types of obstacles when it comes to addressing the needs of their students. One of the biggest obstacles is time constraints. Even though the students spend approximately eight hours in school a day, each day is filled with new material that a teacher must cover, which leaves little time for the extra reinforcement that some students need. This extra reinforcement can be conducted as additional learning opportunities after school on campus or off campus. The more individualization we can give students can lead to more significant leaps in student success (Ander, et al., 2016). One researcher for the J-PAL organization suggested that policy changes are needed to allow schools to invest more time and resources into teaching children where they are ability-wise rather than by standard age cutoffs or grade levels (J-PAL, 2019).

Another critical obstacle is classroom management. Creating the best learning environment for students is at the forefront of every educator’s mind. Many studies have been done on the various strategies available. It is the mission of the educator to find and adapt their management style to the unique needs of their learning environment. Just as we understand that

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every student is unique, we must understand that every educator is unique and must be empowered and supported in their choice. In a 1988 article for a journal entitled *Teaching and Teacher Education*, the author encourages us to look at classroom management as an evolving process. Brophy said, “Teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their roles as authority figures or disciplinarians” (Brophy 1988, p. 1). An innovative educator possesses not only content knowledge but knowledge of organization, structure, and delivery patterns that work for their students (Bennett and Smilanich 2012).

Creating engaging reinforcement and extension activities can be difficult as well. Educators are always looking for ways to keep their students engaged through songs, arts and crafts, and puzzles, among other things. One of the most recent additions is tablet applications and websites allowing game-based learning. Using curriculum-driven online activities has shown promise. In 2020, one such platform called “Eduten Playground” was tested. It is a comprehensive program that allows for practice, assessment, and real-time feedback. The educator community can also create and share activities within the application. These activities can also be customized by the educator if needed. Although the timing was limited to a short eight weeks, the experimental group did have a 3.1 point gain over the control group when the mean scores of their mathematics fluency tests were compared (Christopoulos, Kajasilta, Salakoski, and Laakso, 2020). Author Pala Saine looked at how educators can use educational technology such as iPads, iPods, and SMARTBoards to enrich student learning. One application that she highlighted was called *Toontastic*. This digital storytelling app allowed students to create

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their own animated stories to apply their understanding of their chosen character trait that had been discussed in their English Language Arts class (Saine, 2012). There is a wealth of ideas available to professional tutors to choose from when selecting extension and reinforcement activities. The post-survey created by the researcher will ask the participants for their best strategy suggestions and then use a selection of these as the basis of one of the webinar sessions.

### **Current Deficiencies of the Teacher Education Program**

#### **Teacher Preparedness**

Teacher preparedness is essential to how educators effectively carry out their day-to-day classroom teaching. If an undergraduate in the education program is not prepared for the career they aspire to have, they will possibly feel major frustration or leave the education field in less than five years (United States Department of Education, n.d.). Ragland (2017) believes that teacher education programs are responsible for providing the most effective preparation for teacher candidates. Preparation programs usually include field experience, knowledge of the content, and hands-on training. Ragland (2017) also states that it is the best preparation when an aspiring teacher learns to teach effectively and efficiently during their pre-service years.

Unfortunately, many teachers do not feel that their education courses prepared them to survive in the classroom. Researchers argue that teachers are not given the knowledge and skills necessary to succeed in pre-service training (Ingersoll and Strong, 2011). Many researchers feel that on-the-job training is the best source for acquiring the most considerable knowledge and skills (Feiman-Nemser, 2001). Clearly, academia is still trying to figure out how to best prepare teachers and what good teaching is (Koehler et al., 2013).

Teachers can utilize professional development to compensate for some of the training

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they lack. Darling-Hammond et al. (2017) evaluated over thirty-five different professional development programs. The results of this study “demonstrated a positive link between teacher professional development, teaching practices, and student outcomes” (Darling-Hammond, et al., 2017, para. 2). The study also determined that successful programs had seven themes in common. First, the development is content-focused. The content focus gives teachers new strategies they can apply immediately within their teaching content (Darling-Hammond, et al., 2017). Secondly, it incorporates active learning utilizing adult learning theory. Teaching our teachers should allow them to bring their experience to the table and choose their development activities based on their interests and the needs of their class (Darling-Hammond, et al., 2017). Thirdly, these development activities should support collaboration. Sharing ideas can help teachers identify new strategies and discuss their effectiveness (Darling-Hammond, et al., 2017). Fourthly, a program that uses models and modeling of effective practice can give teachers examples to build their learning around. The fifth theme showed that providing coaching and expert support ensures effective implementation of the teachers’ strategies (Darling-Hammond, et al., 2017). Also, allowing for feedback and reflection at specific times throughout the development program will enable teachers to survey their learning and create lasting positive changes in their practice. Finally, this study mentioned the duration of the development activities (Darling-Hammond, et al., 2017). The author noted that they should be of sustained duration (Darling-Hammond, et al., 2017). The longer the program lasts, the more learning and reflection can occur.

### **Rationale**

Based on the research presented here, there is a continual need to assist struggling

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students. This study examined how personalized small-group tutoring can be used as an intervention method. There is a lack of research on successful small-group strategies to increase student engagement, student achievement, and professional efficacy for professional tutors. The researcher's proposed program aspired to incorporate the necessary classroom management, small-group teaching strategies, and skills-based learning activities to help increase student engagement. A professional development webinar was the presentation vehicle used. A pre and post-survey was presented to professional tutors at the appropriate time during the implementation. The final study has been published for future implementation and further research.

### **Summary**

This chapter provided the literature that proves that tutoring programs have a significant impact on student achievement. The literature supports a current demand for tutoring programs and exposes the deficiencies necessary for having successful tutoring programs and successful professional tutors. The specific topics examined in this chapter included the history of tutoring programs, the impact of tutoring programs, successful tutoring programs, the current demands of tutoring programs, and the current needs of tutoring programs. The data presented in this study established that there is a need for additional professional development opportunities in the areas of classroom management and small-group teaching strategies, and skills-based learning activities to help increase student engagement to supplement what professional tutors may or may not receive from their organizations. The needs and deficits highlighted here provide the gap that the researcher's webinar helped fill by giving professional tutors strategies to increase self-efficacy and create the best learning opportunities for their students.

### Chapter III: Methodology

#### Introduction

This chapter examines the study and provides the details for the proposed research questions, participant selection, and tools used for data collection (Golf, L., 2021). The researcher provides a summary of the data analysis for this study. The researcher used a mixed-method study design to investigate the need for additional professional development opportunities for professional tutors in classroom management and student engagement.

The need for personalized learning has existed for quite some time. In an article for [brookings.com](https://www.brookings.edu/), the author had this to say:

“Even before the pandemic, the United States struggled with a stratified, unequal education system in which millions of students were behind grade level. Today’s rapid shift toward internet-based learning has further exacerbated inequality across racial, class-based, and geographic lines. Internet-based learning underscores how many students lack access to the basic technology foundational to remote education. The magnitude of these challenges has augmented the need to urgently identify and scale cost-effective solutions to help ensure that students do not experience learning losses that could last a lifetime” (Nickow et al., 2020, para. 2).

He also suggests that tutoring programs within the school day may be beneficial. Professional tutors can use many avenues to allow students the opportunity for reinforcement and reteaching, including small groups, one-to-one tutoring, and peer tutoring (Nickow et al., 2020).

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This study aimed to investigate the need for a professional development webinar that focused on applying classroom management techniques and creative extension strategies.

This study measured the significant difference between professional tutors who receive continual professional development opportunities and those who do not. The professional development program was the independent variable in this study. The dependent variable was the impact on the participant's level of efficacy as measured by their survey responses.

### **Research Questions**

In addition to the learning losses that students are experiencing, professional tutors are feeling a lack of support from their organizations. The owners and directors of tutoring programs and administrators are the backbone of their organizations. Professional tutors are vital organs. If the professional tutors do not feel connected to the system, the entire “body” of the organization may fail. Studies indicate that professional tutors are more likely to remain in the same tutoring programs if they receive clear expectations and regular feedback, professional development, are given growth opportunities and feel included in the organization's culture; this is especially true for high-need areas (Learning Policy Institute, 2017). Finding the best support methods can be challenging for the leadership team. They are already balancing the students' academic and socioemotional needs, the community's economic constraints, and the organization's operational needs as a whole.

These challenges lead to the three questions that were the focus of this research:

- RQ1: What are the effective components of a customized professional development webinar for professional tutors?
- RQ2: How will a customized professional development webinar provide classroom



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management strategies for professional tutors?

- RQ3: How will a customized professional development webinar increase student engagement for professional tutors?

### **Context/Setting of the Study**

The researcher utilized professional tutors from a large, urban school district located in southeast Florida, comprised of the entire county. This school district is one of the largest districts in Florida and one of the largest districts in the United States (BCPS, 2021). The district comprises over 300 schools that serve the Pre-Kindergarten through grade 12 population. The district serves over 256,000 students as a whole (BCPS, 2021). The student enrollment breakdown from the 2021 - 22 report stood at 51.2% White, 40.6% Black, 36.7% Hispanic, 3.8% Asian, 0.4% Native American/Native Alaskan, 0.2% Native Hawaiian/Pacific Islander, and 3.7% Multi-racial. The district serves a student body comprised of 11.4% English Language Learners (ELL) and 14.4% students with exceptionalities/ disabilities (ESE) (BCPS, 2021). This study focused on a convenient selection of professional tutors who instruct elementary, middle, and high school level students in Florida schools.

According to an employment website called Zippia.com, Mathnasium's company demographics stand at 43% female and 57% male, 54.5% White, 11.1% Black, 15.9% Hispanic, 13% Asian, and 5.5% unknown. The same source lists Huntington Learning Center's company demographics as 67% female and 33% male, 61.8% White, 12.6% Black, 15% Hispanic, 7% Asian, and 3.6% unknown. It also details Kumon's company demographics as 67.9% female and 32.1% male, 43% White, 8.9% Black, 16.1% Hispanic, 25.2% Asian, and 6.8% unknown (Zippia, 2022). Sylvan Learning Centers located in Florida record their demographics as 80.8%

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female and 19.2% male, 42.3% White, 34.6% Black, 11.5% Hispanic, 0% Asian, and 11.5% Unknown (M. Smith, personal communication, November 16, 2021).

### **Description of Population**

From this state-wide population, the researcher, solicited a convenient sample of full-time tutors with a minimum of one year of instructional experience.

The researcher was hoping to obtain 20 responses or more from those solicited. The sample included male and female full-time tutors and those who do not want their gender identified. Professional tutors did not need a professional teaching or temporary certificate. The researcher was looking for participants who serve the Pre K-12th grade student population through tutoring companies or private tutoring. The researcher expected to survey professional tutors that fall into the demographics of 25% male, 75% female, 35.09% White, 38.84% Black, 22.85% Hispanic, 1.73% Asian, 0.24% Native American/Native Alaskan, 0.21% Native Hawaiian/Pacific Islander, and 1.04% Multi-racial based on the 21-22 report from the Florida Department of Education website (FLDOE, 2022).

### **Research Design**

The researcher chose the action research method for this study because it allowed the researcher to investigate and make changes and improvements to something that already exists. The existing element was the current professional development programs available to professional tutors. Carroll (2003) states that the action research method emphasizes “the active cooperation between researchers and those being researched, suggesting that researchers need to enter an active commitment with the workers of an organization to help improve their situation” (p. 291). The researcher ensured that this study allowed professional tutors to express their

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perceptions of the required professional development for small group instruction and engagement strategies to improve classroom management while tutoring students. This study collected qualitative and quantitative data, which allows it to be a mixed-method study, according to researcher John Creswell (Creswell & Creswell, 2018). The quantitative data originated from responses to each of the closed-ended questions from the surveys. This data was converted into a numeric value based on the mode of each answer. The qualitative data originated from analyzing the open-ended responses from the surveys into a category or theme.

### **Data Collection**

The researcher allowed professional tutors who instruct any subject area or teach at any level from Pre-Kindergarten through high school students to participate in two anonymous online surveys. The researcher set the target sample size at a minimum of N=20. The researcher collected data for this study utilizing pre (Appendix F) and post-surveys (Appendix G) as the instruments. The pre-survey was created on an online survey website called Google Forms. The researcher chose this method because it is easily accessed, free, and allowed participants to respond anonymously. The researcher invited professional full-time tutors from Florida to take the pre-survey using a Facebook post text and flyer (Appendix A & Appendix B). The researcher's Facebook post text was entered in Facebook groups that target professional full-time tutors by a member of the group. To maintain anonymity, the researcher was not a member of the Facebook groups and did not see comments on this post. However, members may post anonymously.

The pre-survey included the informed consent page (Appendix E) as a required response. After consent had been obtained, participants answered questions asking for their perceptions

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about tutoring and the strategies required. There were a total of eighteen questions: one question that required the participant to choose a 4-digit code that acted as their identifier, four questions were related to the type of teaching position, years of experience, school level, and type of subjects taught, and the other thirteen questions were correlated to the research questions: nine questions included a Likert scale, and four entailed open-ended questions requiring short responses. It was expected that the pre-survey would take the participant twenty to twenty-five minutes to complete. The pre-survey was open for one week. After the pre-survey had been completed, the researcher collected and prepared the information compiled from the participants' responses. This information assisted the researcher in developing the professional development pre-recorded webinars (Appendix H). The pre-survey helped shape the necessary components of the webinars by asking professional tutors their perceptions of the required professional development for small group instruction and engagement strategies to improve classroom management while instructing students.

The researcher created professional development pre-recorded webinars focused on increasing tutors' efficacy level in classroom management and student engagement. The pre-recorded webinars provided the participants with research-based strategies for classroom management and student engagement while tutoring students. These webinars referenced various practical strategies provided by Robert Marzano, Harry Wong, and Carol Tomlinson, influential authors, and speakers on education. The webinars were pre-recorded using Screencast-O-Matic, an online screen recording, and video editing tool. The webinars were presented in a listen-only mode and posted on YouTube.com. The total time commitment for participants to view the webinars was approximately sixty minutes. This time was divided into two thirty-minute

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sessions. One webinar was on the topic of classroom management, and the second webinar was on the topic of student engagement.

Within one week after the closing of the pre-survey, the pre-recorded webinars were posted in the same Facebook groups along with a post-survey that measured the benefits, applicability of the information, and topics used in the webinars. The post-survey was created using Google Forms and was expected to be completed by the participants after they had viewed the pre-recorded webinars.

The post-survey included the same informed consent page (Appendix E) as a required response. After consent had been obtained, participants answered questions exploring their experience viewing the webinars. There were a total of twenty-four questions. One question required the participant to indicate if they participated in the pre-survey or not, one question required the participant to enter the 4-digit code that they created on the pre-survey, this acted as their identifier, and four questions were related to the type of teaching position, years of experience, school level, and type of subjects taught. The other eighteen questions were correlated to the research questions: three questions required “Yes” or “No” answers, nine questions included a Likert scale, and six entailed open-ended questions requiring short responses. The researcher anticipated that the post-survey would take the participant twenty to twenty-five minutes to complete. The post-survey was open for one week. At the end of the one week, the researcher collected, prepared, and evaluated the data. The researcher utilized the participants’ recommendations to improve the pre-recorded webinars so that they may meet any unaddressed needs for future implementation.

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### **Ethical Considerations**

The researcher obtained consent from all participants before the surveys started. This procurement included informed consent from the professional tutors who participated. The participants clicked “I agree” and waived the signature as consent documentation, confirming that they were 18 years old or older. If the participants clicked “I disagree”, the survey closed, and the participants were thanked.

Due to the nature of open-ended questions and the possible presence of anecdotal information, the researcher ensured that any response noted within the study did not include any identifiable information for the subject of the story or the participant providing it. The participating professional tutors took all precautions necessary to ensure confidentiality as ethically as possible. The researcher protected confidentiality by using unidentifiable pseudonyms in place of names mentioned in the study. The researcher preserved and stored all data within her password-protected Google Drive account. The Google Drive account allowed access to the survey information via Google Forms and any additional documents created during the study. This storage was cloud-based, so the researcher took additional precautions by enabling two-factor authentication for the Drive account. The researcher was the only one allowed access to the account and saved all data and consent forms for one year after the completion and publication of the study. After that deadline, the researcher permanently deleted all electronic data on Google Drive, and any paperwork related to the study was destroyed by shredding.

The risks were minimal. The researcher took steps to minimize potential risks. These risks included physical, psychological, social/economic, legal, and loss of confidentiality. If a

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participant felt uncomfortable due to the questions, they were allowed to ask to be excused from the study. There were no penalties. There was no foreseeable benefit of participating in this study; however, participants may enjoy the knowledge that they were helping to build a professional development program that may benefit more professional tutors in the future.

### *Anonymity & Confidentiality*

Google Forms was chosen as the survey hosting tool due to its ease of use. This tool allowed the responses to remain completely anonymous. As mentioned in the Ethical Considerations section, this tool is located within Google Drive, enabled two-factor authentication to support the study's confidentiality. Conducting the sampling within Facebook groups that target professional full-time tutors brought concerns regarding anonymity. The researcher requested that each participant create a four-digit code that acted as their identifier. The code was unique to each person but did not contain identifiable information. The code was only be used to match up the pre and post-survey responses to ensure an accurate sample size. No identifying demographics were collected in the surveys. The surveys only requested that the participants enter the type of teaching or tutoring position, school district, years of experience, school level, and subjects taught. The researcher ensured that the data did not create an incidental opportunity for bias by allowing the participant pool to include professional tutors from all levels, Pre-Kindergarten to 12th grade.

### **Quality of Data**

The participants were given a link to the survey hosting tool, Google Forms, to enter their responses. This survey hosting tool was chosen due to its ease of use and to decrease validity threats. To ensure data quality, the researcher "looked for evidence that the data was: consistent,

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correct, complete, and credible” (CloudResearch, 2022, para. 13). The researcher ensured consistency by determining if there are any logical contradictions in participants’ responses or inconsistent responses to specific questions. The researcher discarded any inconsistent responses from the collected data. In addition, the researcher ensured that the data is correct by establishing that the construct of interest is valid. The researcher assessed “the group-level correctness of their data by examining whether the data are related to similar constructs they *should* relate to (convergent validity) and dissimilar from constructs they *should not* relate to (discriminant validity)” (CloudResearch, 2022, para. 18). As participants were anticipated to answer all questions in the survey, the researcher was able to assess complete datasets. In this study, the survey required an answer to all questions, whether the participant chooses to answer the question entirely or not. Answering all questions in the survey with a good faith effort helped create credible datasets. The researcher determined if the participants’ answers in the post-survey were credible by comparing them to other answers previously obtained in the pre-survey. Responses were matched using the unique four-digit code entered on each survey response.

### **Data Analysis**

Throughout the data analysis, the researcher looked for changes in the participants’ perceptions of previous professional development as a whole, as well as the professional development pre-recorded webinars being offered during the study. This change was expected to be positive, but if the results showed a negative change, the appropriate revisions would be made to the webinars before any future implementations.

The researcher analyzed the data in two stages. In each stage, the researcher collected, managed, and organized the data into a form that easily explained the process and helped the



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reader understand and interpret the study's data. Stage one began with reporting how many surveys were completed in the target sample size of 20 participants. Next, the researcher moved the survey data from Google Forms into a Microsoft Excel spreadsheet. This allowed the researcher to collect, analyze and report data in one place. The researcher reviewed the Likert scale questions data on a nominal scale utilizing descriptive statistics to address the research questions: (a) what are the effective components of a customized, professional development webinar for professional tutors, (b) how will a customized, professional development webinar provide classroom management strategies for professional tutors, and (c) how will a customized, professional development webinar increase student engagement for professional tutors. Frequency and percentage of sample per response were examined due to categorical variables in the above research questions.

The researcher converted the response to each of the closed-ended questions from the survey into a numeric value based on the mode of each response (Golf, 2021). The researcher examined the mode and mean of how many participants chose each option and which option was selected the most. Using the mean allowed the researcher to calculate and visualize the average answer among the participants. Calculating the mode for each Likert scale question helped the researcher determine which answer choice was chosen most often among the group. The researcher examined the scope of each question using the response data to calculate the standard deviation. Simplifying the statistical data once all the statistics are calculated, the researcher created visual representations included in Chapter IV. The researcher began with the quantitative data of the survey to help understand and validate the remaining analysis of the research study.

Stage two involved analyzing the open-ended responses and organizing them into codes,

## GETTING OUR TUTORS BACK

then categorizing them to generate themes (Creswell & Creswell, 2018) utilizing Google Sheets. The researcher triangulated the quantitative and qualitative results of the pre-survey by comparing and contrasting multiple perspectives of tutoring and the strategies required. Patton (1999) defined the term triangulation as “the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena” (para. 1). Within this study, the researcher examined the participants’ current perceptions of the professional development they have received in the past, the additional information they would like to see, and their perceptions of the professional development pre-recorded webinars being offered in the study. Using these three threads of information that combine quantitative and qualitative data helped the researcher to create a holistic picture of the study’s effect on the knowledge base related to professional development and training. The themes derived from the open-ended survey questions in both the pre-survey and the post-survey served as the qualitative data in this study. Calculating the mean, median, and mode of the Likert scale questions on both the pre-survey and the post-survey served as the quantitative data in this study. The researcher validated these results by comparing the results from different participants of the same survey to clarify the relationship between the survey and the webinar development. The post-survey results provided recommendations to improve the pre-recorded webinars so that they may meet any unaddressed needs for future implementation.

### **Limitations**

The following limitations were present in this study:

The researcher monitored the survey results for consistency throughout the process. If a participant from the Facebook groups is invited to complete the survey and does not engage in

## GETTING OUR TUTORS BACK

both surveys, the researcher removed their participation from the final sample. If they partially fill out the survey, the researcher examined the response. The researcher checked to see if a minimum of the Likert scale questions were completed to keep the response in the sample. The survey was not be timed, allowing the participants to save their answers and come back to finish later to help those who had small windows of time to participate. Other factors that may limit a subject's participation in the study may have included the demands of professional tutors duties and their unwillingness to take time to complete the survey and watch the webinars.

It was expected that the participants had various levels of professional knowledge to draw from. Although this variation could have limited the scope of the study, the researcher understood that it may have helped the overall study to be as well-rounded as possible. A limitation of this study was that the Facebook groups did not encompass the entirety of the state of Florida.

Another limitation of this study was the sample size. Based on having two online surveys, there could have been an inconsistency in the number of participants completing both surveys. The addition of the 4-digit identifier helped the researcher match pre and post-survey responses and assign them to the appropriate participant. A question in the post-survey asked participants if they completed the pre-survey, but it was not necessary to complete both. The duplication and/or absence of the identifier code could affect the sample size. If this issue occurs, the researcher would look at the survey questions regarding which levels the participant tutors, years of experience, and/or subjects taught. These pieces of data would be used to match the surveys instead of the four-digit identifier. If no match could be found and the researcher deemed the answers useful, the researcher would have assigned a randomly generated four-digit code to

## GETTING OUR TUTORS BACK

stand in place of the missing one.

Additionally, participants may not have responded to the survey with honest feelings and thoughts due to their assumption that the researcher wanted specific answers to the survey questions.

### **Delimitations**

The following delimitations were present in this study:

The study did not include participants who are Pre-Kindergarten through 12th-grade students. It also did not include professional tutors with less than one year of instructional experience. Administrators and support staff who are not active tutors were not part of the targeted participants.

### **Summary**

This chapter described the processes and procedures utilized to examine the usefulness of professional development webinars focused on classroom management and student engagement. The researcher provided an overview of the study's methodology and explained the proposed research questions, selection of participants, and data collection tools. The researcher also provided a summary of the data analysis for this study. The researcher used a mixed-method study design to examine the need for additional professional development opportunities for professional tutors in classroom management and student engagement. The data source for this study utilized pre and post-surveys. The investigation sought participants from a convenient sample and social media sites that included professional tutors as members. Both quantitative and qualitative data were obtained and interpreted. The researcher provided the results in Chapter IV.

### Chapter IV: Findings

#### Introduction

The study focused on an examination of how personalized small-group tutoring can be used as an intervention method. There is a lack of research on the specific strategies that classroom teachers and small-group tutors can use to increase student engagement, student achievement, and professional efficacy. Teachers who work in brick-and-mortar settings are usually given professional development opportunities through their districts or organizations. Many private tutors who work for themselves or for private companies tend to have no or limited professional development opportunities. This study intended to fill a need for accessible, flexible, and on-demand training opportunities to help increase the skills of experienced tutors. This proposed program integrated classroom management and small-group teaching strategies, and skills-based learning activities to help tutors increase student engagement.

The research revealed that the COVID-19 slide is a pattern of academic setbacks shown by students that are typical during the summers and school closures due to the COVID-19 Pandemic (Kuhfield & Tarasawa, 2020). Many educators and parents are familiar with the summer slide, which, in comparison, is a pattern of academic setbacks shown by students during the summer (Kuhfield & Tarasawa, 2020). Teachers and tutors have faced the COVID-19 slide since school started in August of 2021. “Prior research about typical learning loss over the summer break (*summer slide*) provides a starting point for understanding the potential impact of the COVID-19 crisis disruption. As with many other education research studies, there are many more outcomes reported about reading skills than for math or other subject areas” (Bielinski et al., 2020, pg. 4). Not only is there a loss of learning, but there is also a substantial impact on a

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child's development, especially students from low-income families and students who are underserved. As of the end of June 2021, "the majority of children in the United States may have gone a full calendar year with little or no in-person schooling" (Edgerton, 2021, para. 1). Even before COVID-19, millions of students did not have access to devices or the internet to learn. Today, teachers in the classroom face such prolific deficits that they are trying to find solutions to provide more instructional time for students. One solution is tutoring.

Tutoring services are designed to supplement and reinforce learning in the classroom. It is not intended to replace it. Each tutor strives to be an expert in the content and an active evaluator of student understanding. They continually ask questions that allow their students to express their understanding in many ways. Establishing a positive and encouraging relationship with students is another element of successful tutoring services (Weimer, 2013).

Research showed that tutoring significantly impacts learning gains and student motivation across all grade levels. One of the most beneficial types of tutoring programs is referred to as "high-impact" or "high-dose" tutoring (National Student Support Accelerator, 2020). This type of program is individualized and is designed to support in-school learning. It requires a substantial time commitment (typically more than one session totaling up to three or more hours a week) and a sustained, trusting relationship with the tutor. A qualified leadership staff that helps to monitor student progress and promotes quality learning opportunities is also required (National Student Support Accelerator, 2020).

Research provides strong evidence of the current demand for tutoring (Rothman & Henderson, 2011). Tutoring can produce learning gains for students who have had a significant loss of learning during the COVID-19 Pandemic and for students who need an extra boost in

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academics. Tutoring can also benefit students who require passing standardized or state testing requirements. A study in 2011 showed that school-based tutoring helped a group of middle school students (grade eight) in New Jersey to increase their standardized test scores in Language Arts by 2% and Mathematics by 4%, respectively (Rothman & Henderson, 2011). Many parents do not usually rely on research when deciding that tutoring is needed. They invest in tutoring services to improve their child's performance and grades at school. No matter the reason, tutoring is not only popular as of lately, but it is also very effective.

Tutoring provides supplemental education. This additional education can lead to tutors who have a vast array of qualifications. Some tutors are professional teachers, others have been trained in company-sponsored tutoring programs, and some are volunteers or student "peers" who are tasked with assisting classmates. Many tutors may have the required qualifications, but do not receive ongoing training. This deficiency can adversely affect the student's learning experience. In 2021, a letter sent to the Acting Assistant Secretary Ian Rosenblum of the U.S. Department of Education stated that tutoring should become a permanent placement in schools, and suggested "investment in high-quality pre-service and on-going training that includes observations is essential to ensuring positive impacts for students" (The Education Trust, 2021, para. 13). This letter expressed a need for tutors to receive training on an ongoing basis that not only builds the tutors' skills but also ensures student achievement. The solution being proposed by the researcher is a professional development webinar.

Successful professional development needs to be available for professional tutors on an ongoing basis (United States Department of Education, 2001). One study examined two groups of students participating in a structured tutoring program and found that the students being

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guided by the tutor who actively participated in ongoing training outperformed the other group whose tutor did not participate. Authors Wasik and Salivn reasoned that the improvements that students experience could be traced to the increase in instructional time and the overall quality of that instruction (United States Department of Education, 2001).

The purpose of this research was to determine if tutors receiving a professional development webinar on the implementation of classroom management techniques and small-group teaching strategies would increase student engagement. This study included an examination to determine if implementing a professional development webinar will increase tutors' level of efficacy in classroom management and student engagement.

The researcher launched the study with a mixed-method design to investigate the need for additional professional development opportunities for professional tutors in classroom management and student engagement (Creswell & Creswell, 2018). The researcher evaluated the quantitative and qualitative data obtained from a pre-survey that was sent out to professional tutors. The purpose of the survey helped shape the necessary components of the webinars by asking professional tutors their perceptions of the required professional development for small-group instruction and engagement strategies to improve classroom management while instructing students. Two pre-recorded webinars (Appendix H) were created to provide the participants with research-based strategies by Robert Marzano, Harry Wong, and Carol Tomlinson, influential authors, and speakers on education for classroom management and student engagement while tutoring students. A post-survey was posted along with the two pre-recorded webinars to ask professional tutors to measure the benefits, applicability of the information, and topics used in the webinars.



## GETTING OUR TUTORS BACK

### **Pre-Survey Findings**

The results of the pre-survey are discussed below.

### **Summary of Analysis**

The researcher created a pre-survey with a total of eighteen questions: five questions were short answers, nine questions included a Likert Scale, and four questions were open-ended. The Likert Scale and open-ended questions correlated to the research asking professional tutors their perceptions of the required professional development for small-group instruction and engagement strategies that would improve classroom management while instructing students. The researcher invited professional full-time tutors from Florida to take the pre-survey using a Facebook post text and flyer (Appendix A & Appendix B). The researcher's Facebook post text was entered into Facebook groups that target professional full-time tutors by a member of the group. Upon receiving the survey responses, the researcher gathered and analyzed the data.

The researcher analyzed the data in two stages. In stage one, the researcher obtained 23 pre-survey responses, which exceeded the target sample size goal of 20 responses. The pre-survey was open for one week, and the researcher collected and prepared the information compiled from the participants' responses after the pre-survey was closed. The data obtained assisted the researcher in developing professional development pre-recorded webinars (Appendix H). The pre-survey data shaped the necessary components of the webinars by asking professional tutors their perceptions of the required professional development for small-group instruction and engagement strategies to improve classroom management while instructing students.

The researcher reviewed the Likert Scale questions data on a nominal scale utilizing descriptive statistics to address the research questions: (a) what are the effective components of a

## GETTING OUR TUTORS BACK

customized, professional development webinar for professional tutors, (b) how will a customized, professional development webinar provide classroom management strategies for professional tutors, and (c) how will a customized, professional development webinar increase student engagement for professional tutors. Frequency and percentage of sample per response was examined due to categorical variables in the above research questions.

The researcher converted the response to each of the closed-ended questions from the survey into a numeric value based on the mode of each response (Golf, 2021). The researcher examined the mode and mean of how many participants chose each option and which option was selected the most. The researcher also examined the scope of each question using the response data to calculate the standard deviation. Simplifying the statistical data once all the statistics are calculated, the researcher created visual representations included in this chapter. The researcher began with the quantitative data of the survey to help understand and validate the remaining analysis of the research study.

In stage two, the researcher analyzed the open-ended responses and organized them into codes, then categorized them to generate themes (Creswell & Creswell, 2018) utilizing Google Sheets. The researcher triangulated the quantitative and qualitative results of the pre-survey by comparing and contrasting multiple perspectives of tutoring and the strategies required. Within this study, the researcher examined the participants' current perceptions of the professional development they have received in the past, and the additional information they would like to see presented in the pre-recorded webinars (Appendix H). The themes derived from the open-ended survey questions in both the pre-survey served as the qualitative data in this study. Calculating the mean, median, and mode of the Likert Scale questions on the pre-survey served as the

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qualitative data in this study. The researcher validated these results by comparing the results from different participants of the same survey to clarify the relationship between the survey and the webinar development.

### **Demographics of Participants**

The researcher received twenty-three pre-survey responses during the collection period. All twenty-three (100%) of the participants signed the informed consent and reported that they were employed in the chosen school district. One out of twenty-three (4%) of the participants identified as a teacher. Sixteen of twenty-three (70%) identified as a tutor. Six of twenty-three (26%) identified as both a tutor and a teacher. Due to the survey being anonymous, the researcher did not collect any identifying demographic data.

### **Summary of Results**

The participants were required to be current professional tutors who were currently working in the field. The participants also had to be at least eighteen years or older to complete the pre and post-surveys, and confirm that they were eighteen years or older before taking the survey on the Consent page of the survey. The researcher desired to discover if asking professional tutors their perceptions of the required professional development for small-group instruction and engagement strategies would improve classroom management while instructing students. The pre-survey helped shape the necessary components of the pre-recorded webinars.

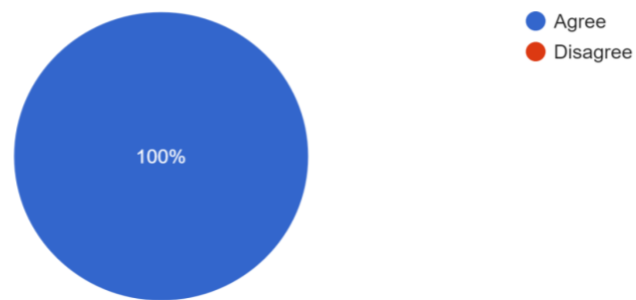
The first question of the pre-survey was the declaration of informed consent. Twenty-three out of twenty-three (100%) of the participants consented to participate in the study (Figure 2).

## GETTING OUR TUTORS BACK

### Figure 2

#### *Results of Pre-Survey Question One*

By clicking "Agree" I am consenting to participate in the study.  
23 responses



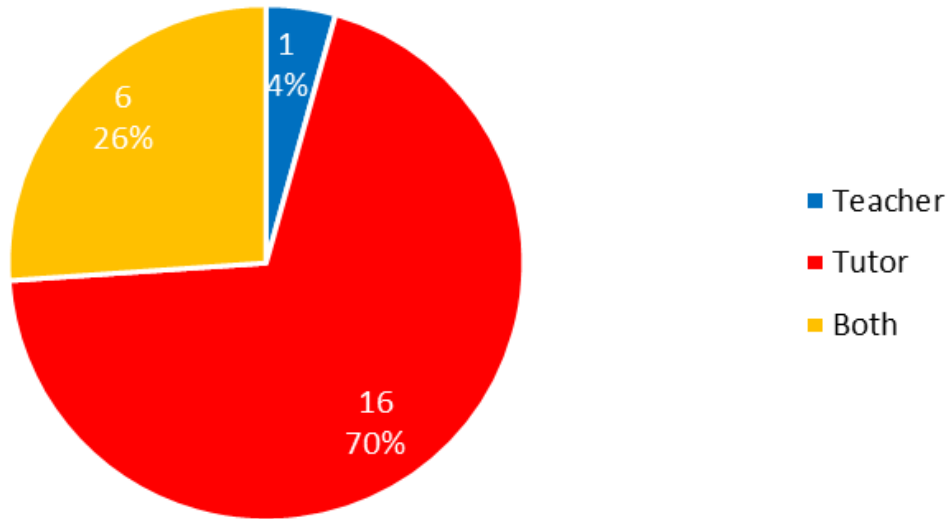
Question two of the survey asked the participants to indicate which sector of the education system they are employed in (Figure 3). One out of twenty-three (4%) of the participants identified as a teacher. Sixteen of twenty-three (70%) identified as a tutor. Six of twenty-three (26%) identified as both a tutor and a teacher.

## GETTING OUR TUTORS BACK

**Figure 3**

*Results of Pre-Survey Question Two*

What sector of the education system are you in?



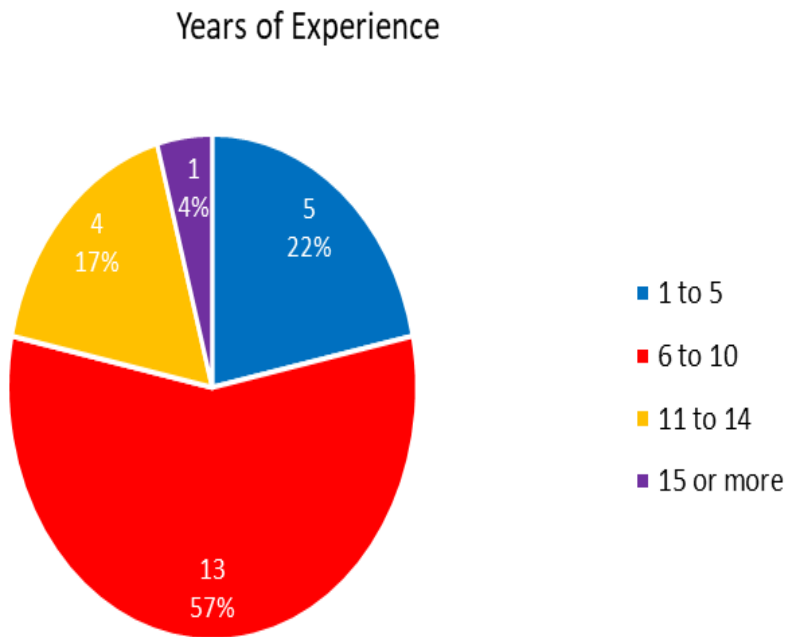
Question three of the survey asked the participants to indicate which school district they work in. Twenty-three of twenty-three (100%) of the participants reported that they were employed in the chosen school district.

Question four asked the participants to indicate their years of teaching experience and the subjects they have taught (Figure 4 and Figure 5). Five of twenty-three (22%) participants indicated they had between one and five years of experience. Those who had between six and ten years accounted for thirteen (57%) responses. Four of twenty-three participants (17%) responded with experience between eleven and fourteen years. Only one of the twenty-three participants (4%) indicated that they had fifteen or more years of teaching experience.

## GETTING OUR TUTORS BACK

**Figure 4**

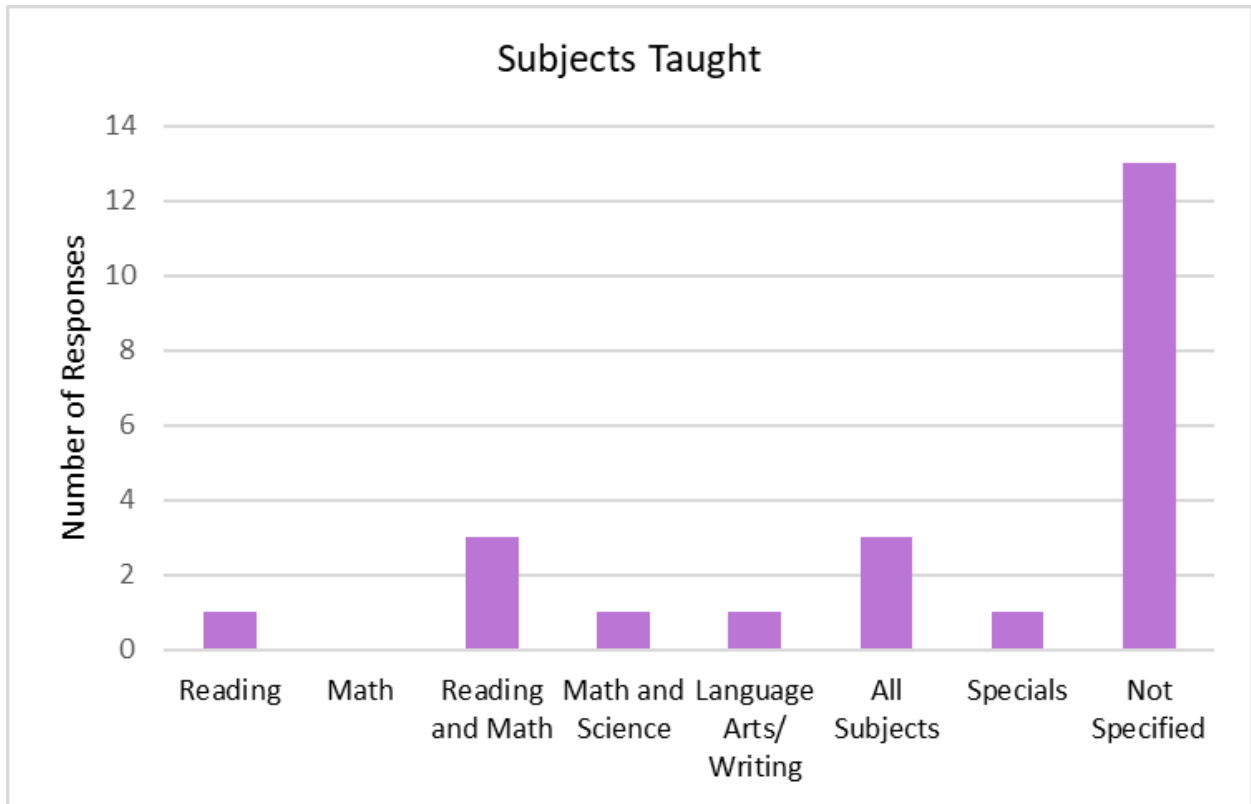
*Results of Pre-Survey Question Four*



In regards to subjects taught, thirteen of twenty-three (57%) participants did not indicate any specific subjects. Three of twenty-three participants (13%) indicated that they teach all subjects required at their grade level. Another three of twenty-three participants (13%) indicated that they teach reading and math. One of the twenty-three participants (4.25%) indicated that they teach only reading. One of the twenty-three participants (4.25%) indicated that they teach math and science. One of the twenty-three participants (4.25%) indicated that they teach language arts/writing. One of the twenty-three participants (4.25%) indicated that he or she teaches physical education, which is categorized as a “specials” subject. None of the participants indicated that they teach only math.

**Figure 5**

*Further Results of Pre-Survey Question Four*



Question five asked the participants to indicate the level or levels that they currently teach (Table 1). Fourteen of twenty-three (59%) participants responded that they are at the elementary level. Two of twenty-three participants (8%) indicated that they teach at the middle school level. Another two of twenty-three participants (8%) answered that they teach at the high school level. Another two of twenty-three participants (8%) indicated that they teach both elementary and middle school levels. Four of twenty-three participants indicated that they teach all levels from kindergarten through ninth grade.

## GETTING OUR TUTORS BACK

**Table 1**

*Results of Survey Question Five - Pre-Survey Findings*

Elementary	59% (14)
Middle	8% (2)
High	8% (2)
All Levels K - 5th	17% (4)
Elementary and Middle	8% (2)

Note. Question five asked participants, “What level do you currently teach?”.

Question six asked the participants to create a unique four-digit identifier code that could be used to match up the pre-survey and post-survey responses. The data collected and the graphic for this question will not be shared to protect the anonymity and confidentiality of the participants. Twenty-three out of twenty-three (100%) of the participants did create their unique identifiers as requested.

Question seven asked participants to indicate on a Likert Scale from 1 to 5 whether or not they agreed that effective professional development webinars should include the use of models and modeling of effective practice (Figure 6). Out of the twenty-three responses, seventeen (73.9%) strongly agreed and six (26.1%) agreed that this was an important element of an effective webinar.



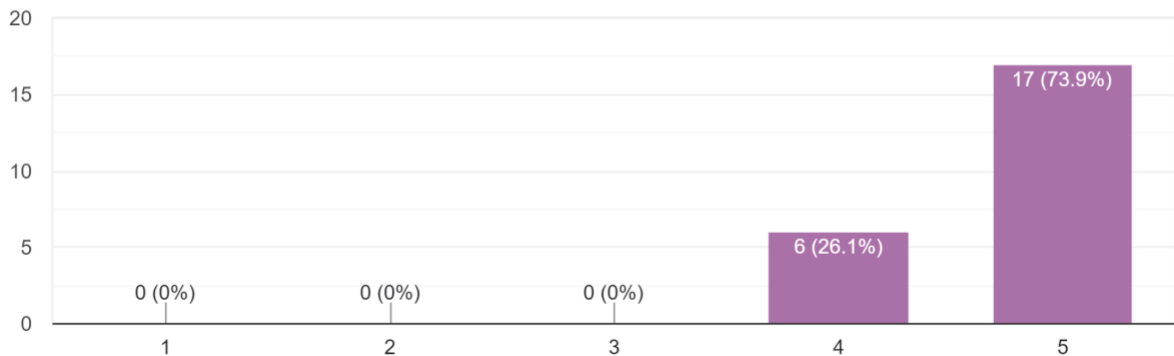
## GETTING OUR TUTORS BACK

**Figure 6**

*Results of Pre-Survey Question Seven*

Uses models and modeling of effective practice.

23 responses



Question eight asked participants to indicate on a Likert Scale from 1 to 5 whether or not they agreed that a webinar should be content focused (Figure 7). Out of the twenty-three responses, twenty participants (87%) strongly agreed and three participants (13%) agreed that this was an important element of an effective webinar.

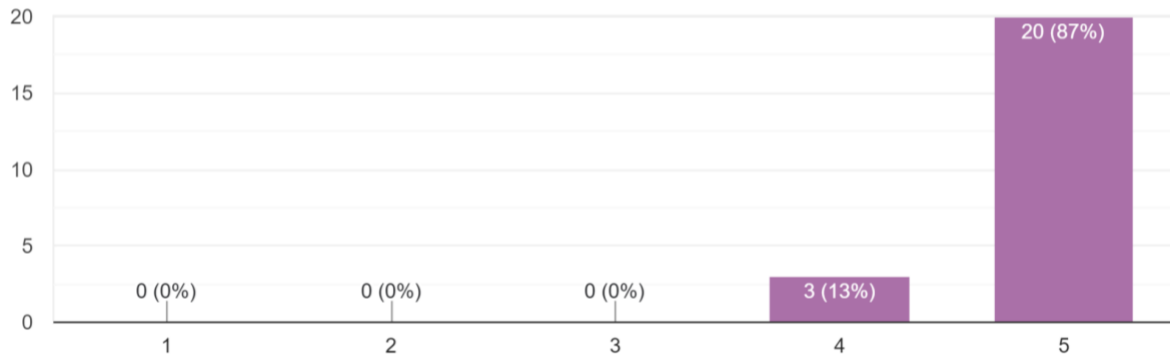
## GETTING OUR TUTORS BACK

### Figure 7

#### *Results of Pre-Survey Question Eight*

Is content-focused.

23 responses



Question nine asked participants to indicate on a Likert Scale of 1 to 5 whether or not they agreed that a webinar should have the option to be accessed at any time or date (Figure 8). Out of the twenty-three responses, nineteen (82.6%) strongly agreed, two (8.7%) agreed, and another two (8.7%) neither agreed nor disagreed that this was an important element of an effective webinar.

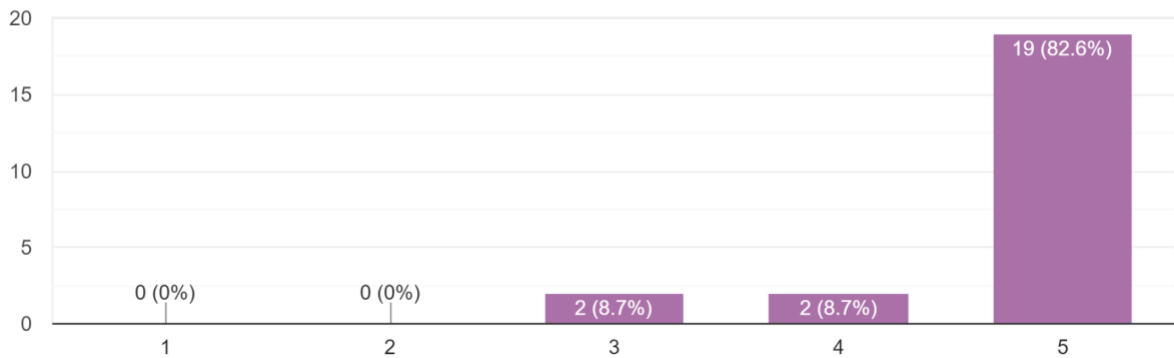
## GETTING OUR TUTORS BACK

### Figure 8

#### *Results of Pre-Survey Question Nine*

Accessed at any time/date.

23 responses



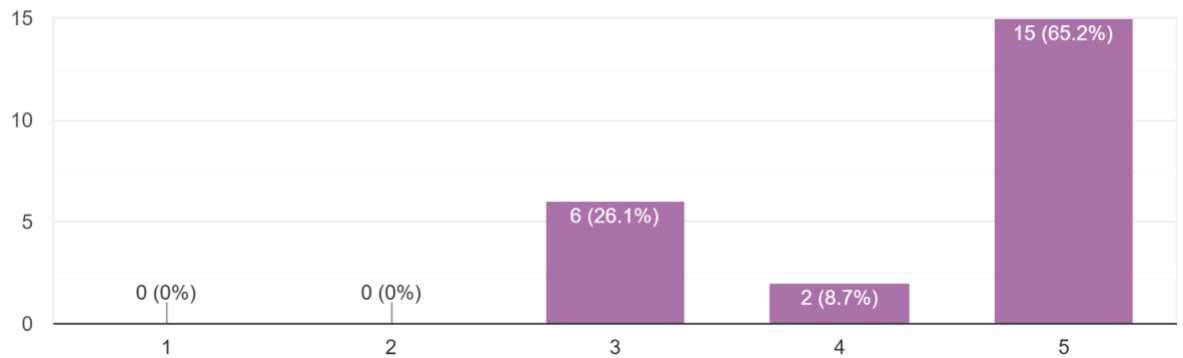
Question ten asked participants to indicate on a Likert Scale of 1 to 5 whether or not they agreed that a webinar should include opportunities for reflection and discussion (Figure 9). Out of the twenty- three responses, fifteen (65.2%) strongly agreed, two (8.7%) agreed, and three (26.1%) neither agreed nor disagreed that this was an important element of an effective webinar.

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### Figure 9

#### Results of Pre-Survey Question Ten

Includes reflection and discussion.  
23 responses



Question eleven asked participants to indicate on a Likert Scale of 1 to 5 whether or not they agreed that a webinar should support collaboration in job-embedded contexts (Figure 10). Out of the twenty-three responses, sixteen (69.6%) strongly agreed, five (21.7%) agreed and two (8.7%) neither agreed nor disagreed that this was an important element of an effective webinar.

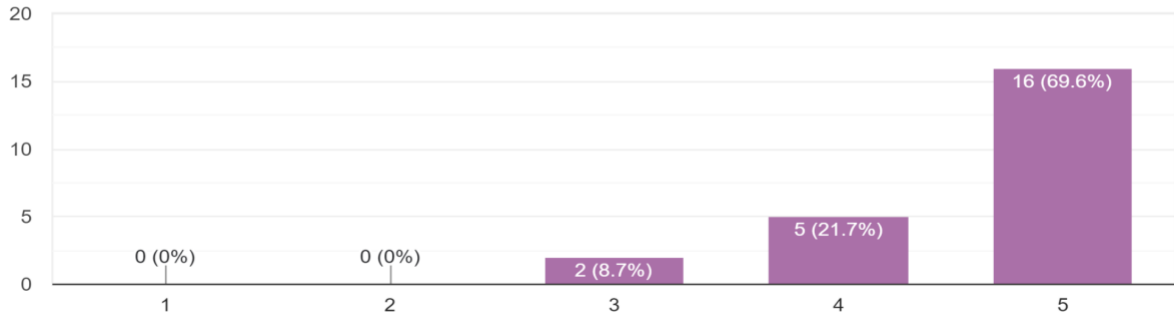
## GETTING OUR TUTORS BACK

### Figure 10

#### *Results of Pre-Survey Question Eleven*

Supports collaboration, typically in job-embedded contexts.

23 responses



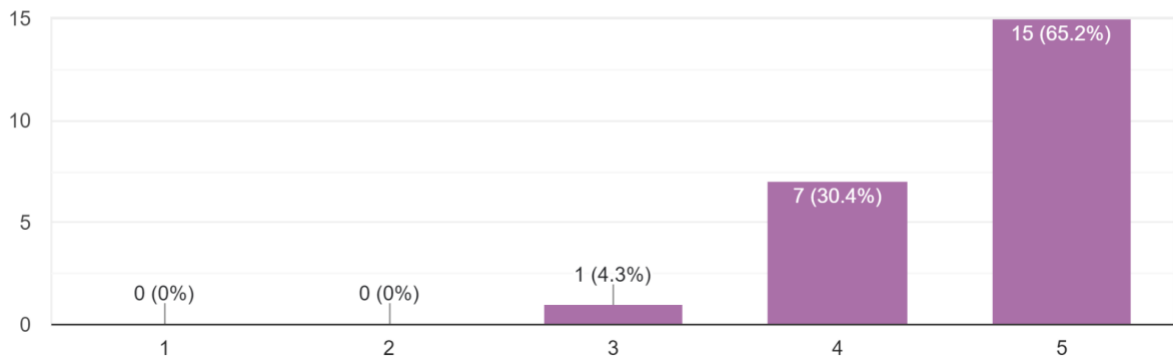
Question twelve asked participants to indicate on a Likert Scale of 1 to 5 whether or not they agreed that a webinar should provide coaching and expert support (Figure 11). Out of the twenty-three responses, fifteen (65.2%) strongly agreed, seven (30.4%) agreed, and one (4.3%) neither agreed nor disagreed that this was an important element of an effective webinar.

## GETTING OUR TUTORS BACK

### Figure 11

#### *Results of Pre-Survey Question Twelve*

Provides coaching and expert support.  
23 responses

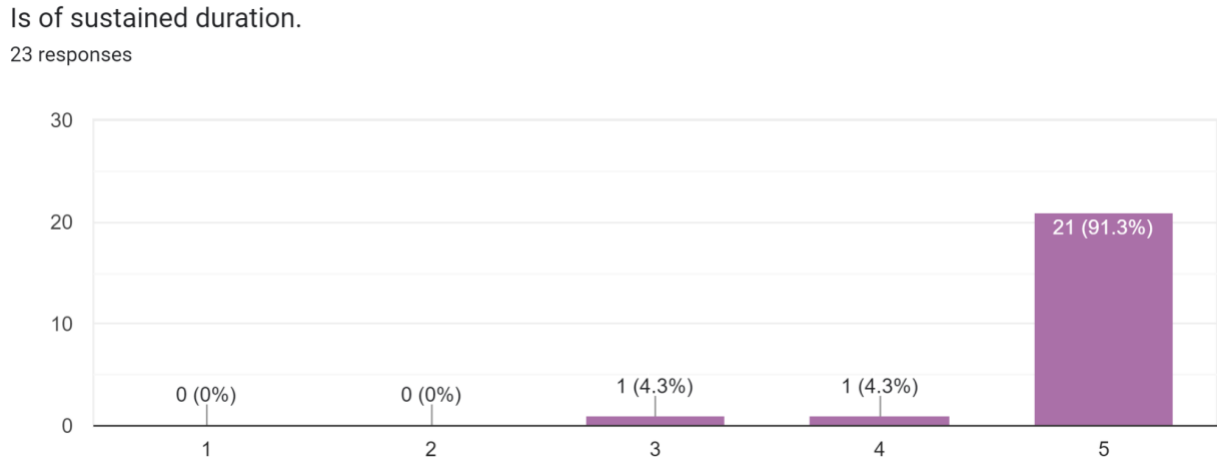


Question thirteen asked participants to indicate on a Likert Scale of 1 to 5 whether or not they agreed that a webinar is of sustained duration (Figure 12). Out of the twenty-three responses, twenty-one (91.3%) strongly agreed, one (4.3%) agreed, and another one (4.3%) neither agreed nor disagreed that this was an important element of an effective webinar.

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**Figure 12**

*Results of Pre-Survey Question Thirteen*



Question fourteen asked participants to indicate on a Likert Scale of 1 to 5 whether or not they agreed that a webinar should allow for immediate and useful application (Figure 13). Out of the twenty-three responses, twenty-two (95.7%) strongly agreed, and one (4.3%) neither agreed nor disagreed that this was an important element of an effective webinar.

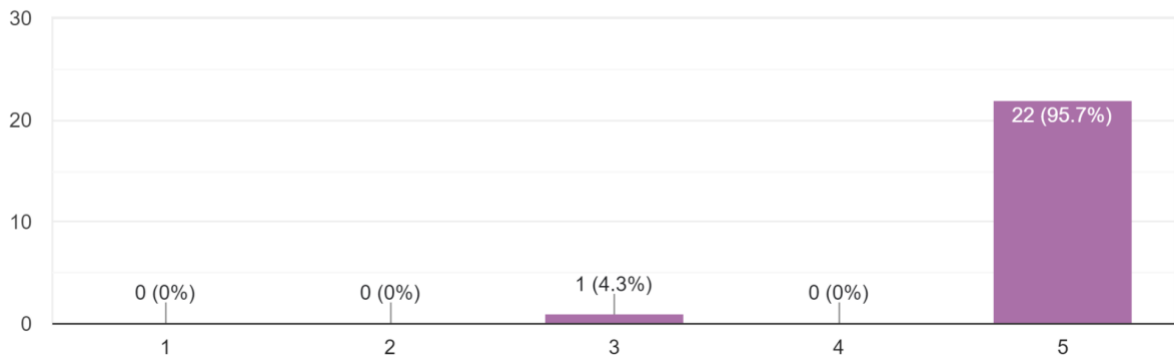
## GETTING OUR TUTORS BACK

### Figure 13

#### *Results of Pre-Survey Question Fourteen*

Allows for immediate and useful application.

23 responses



Question fifteen asked participants to indicate on a Likert Scale of 1 to 5 whether or not they agreed that a webinar should include opportunities for active learning (Figure 14). Out of the twenty three responses, fifteen (65.2%) strongly agreed, five (21.7%) agreed, and three (13%) neither agreed nor disagreed that this was an important element of an effective webinar.

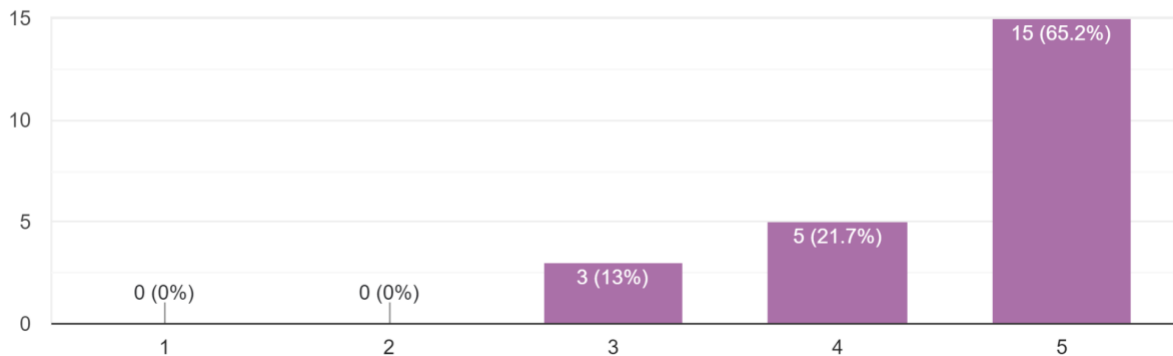


## GETTING OUR TUTORS BACK

### Figure 14

#### *Results of Pre-Survey Question Fifteen*

Includes active learning.  
23 responses



Question sixteen asked the participants which topics of student engagement they would find the most beneficial to learn about to improve their practice. One participant mentioned, “Keeping students alert, tracking the speaker or lesson, taking notes, and asking questions.” This comment inspired the researcher to incorporate the S.L.A.N.T and S.T.A.R strategies in webinar two. Another participant remarked, “Reading and math group set up/rotation”. This comment directly inspired the researcher to showcase a few video clips on successful small group rotations in webinar two.

Question seventeen asked the participants which topics of classroom management they would find the most beneficial to learn about to improve their practice. One participant responded, “How to give clear expectations in a positive way to help students' behavior in class.” This comment inspired the researcher to focus on creating expectations as one of the main sections of webinar one. Another participant remarked, “Creating a classroom environment where students are confident”. This comment directly inspired the researcher to showcase a few

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video clips on creating classroom rules and procedures with student input within webinar one.

Question eighteen asked the participants to give their thoughts about what they believe are the top three most important elements of an effective professional development webinar for tutors. The first common theme showed that twelve out of twenty-three participants (52.1%) noted that being able to access the information at any time or date is very important. These responses directly influenced the researcher's decision to post the webinar videos to the content-sharing website Youtube.com to allow for the most flexible access. The second most common theme showed that eight out of twenty-three responses (37.4%) agreed that they would like to see strategies and activities that allow for "immediate and useful application". The researcher made efforts to choose simple procedures that can be applied to various learning groups and levels to increase the usefulness of the information. The third most common theme in the responses showed that four out of twenty-three participants (17.4%) would like to see examples/ models of effective practices. The researcher used this information to determine what types of video clips were used throughout both webinars.

Question nineteen was an open response that allowed the participants to make comments or voice concerns about the pre-survey. Only three participants answered this question and stated that they did not have any comments or concerns.

### **Results of Research Question One**

RQ1: What are the effective components of a customized professional development webinar for professional tutors?

From the research conducted and data compiled from the pre-survey, the researcher found that the data supported the need for free, pre-recorded professional development webinars

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that will increase tutors' level of efficacy in classroom management and student engagement. The data showed that a majority of the survey questions regarding the effective components of a professional development webinar were found at a satisfactory level using a Likert Scale. Specifically, question eighteen asked the participants to give their thoughts about what they believe are the top three most important elements of an effective professional development webinar for tutors. Twelve out of twenty-three participants (52.1%) noted that being able to access the information at any time or date is very important. This was the top component mentioned in question eighteen. The data for survey question nine showed that an effective component of professional development webinars is being accessed at any time or date. The results for question nine on the pre-survey were as follows: On a scale from 1 to 5, nineteen participants (82.6%) strongly agreed that "accessed any time/date" is a component of effective professional development webinars for tutors and teachers while two participants (8.7%) agreed, and two (8.7%) neither agreed nor disagreed.

The next top component mentioned in question eighteen showed that eight out of twenty-three responses (37.4%) agreed that they would like to see strategies and activities that allow for "immediate and useful application". The results of survey question fourteen found that twenty-two participants (95.7%) strongly agreed that "allows for immediate and useful application" is an effective component of a professional development webinar, while one participant (4.3%) agreed. This result shows that an overwhelming majority of the participants agreed that components of effective professional development webinars should allow for immediate and useful application. The third top component of effective professional development webinars showed that four out of twenty-three participants (17.4%) would like to see examples/ models of

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effective practices. The results for question seven on the pre-survey were as follows: On a scale from 1 to 5, seventeen participants (73.9%) strongly agreed that “uses models and modeling of effective practice” is a component of effective professional development webinars for tutors and teachers while six participants (26.1%) agreed. The data showed that a majority of the survey questions regarding the effective components of a professional development webinar were found at a satisfactory level using a Likert Scale. The researcher obtained insight into whether free, pre-recorded professional development webinars would be beneficial for tutors.

**Table 2**

*Research Question One - Pre-Survey Findings*

Survey Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Question 7: Uses models and modeling of effective practice.	N/A	N/A	N/A	6 (26.1%)	17 (73.9%)
Question 9: Accessed at any time/date.	N/A	N/A	2 (8.7%)	2 (8.7%)	19 (82.6%)
Question 14: Allows for immediate and useful application.	N/A	N/A	1 (4.3%)	N/A	22 (95.7%)

Note. Table 2 illustrates the questions of the pre-survey and the results that support research question one.

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### **Results of Research Question Two**

RQ2: How will a customized professional development webinar provide classroom management strategies for professional tutors?

From the research conducted and data compiled from the pre-survey, the researcher found that the data supported the need for free, pre-recorded professional development webinars that will increase tutors' level of efficacy in classroom management and student engagement. Question seventeen asked the participants which topics of classroom management they would find the most beneficial to learn about to improve their practice. One participant responded to the question by saying, "how to give clear expectations in a positive way to help students' behavior in class". The researcher used this comment to present information on creating clear expectations in webinar one. Another participant remarked, "creating a classroom environment where students are confident". The researcher used this comment to showcase video clips on how to use student input to create classroom rules and procedures within webinar one. The researcher obtained insight into which topics of classroom management would be most beneficial to improve professional tutors' practice to customize a professional development webinar to provide classroom management strategies.

### **Results of Research Question Three**

RQ3: How will a customized professional development webinar increase student engagement for professional tutors?

From the research conducted and data compiled from the pre-survey, the researcher found that the data supported the need for free, pre-recorded professional development webinars that will increase tutors' level of efficacy in classroom management and student

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engagement. Question sixteen asked the participants which topics of student engagement they would find the most beneficial to learn about to improve their practice. One participant mentioned, “keeping students alert, tracking the speaker or lesson, taking notes, and asking questions”. The researcher used this comment to present two student engagement strategies called S.L.A.N.T. and S.T.A.R. into webinar two. Another participant remarked, “reading and math group set up/rotation”. The researcher used this comment to feature video clips that showcase successful group rotations in webinar two. The researcher obtained insight into which topics of student engagement would be most beneficial to improve professional tutors’ practice in order to customize a professional development webinar to increase the engagement of students.

### **Post-Survey Findings**

The results of the post-survey are discussed below.

### **Summary of Analyses**

The researcher created professional development pre-recorded webinars focused on increasing tutors’ efficacy level in classroom management and student engagement. The pre-recorded webinars provided the participants with research-based strategies for classroom management and student engagement while tutoring students. These webinars referenced various practical strategies provided by Robert Marzano, Harry Wong, and Carol Tomlinson, influential authors, and speakers on education. One webinar was on the topic of classroom management, and the second webinar was on the topic of student engagement.

Within one week after the closing of the pre-survey, the pre-recorded webinars were posted in the same Facebook groups along with a post-survey that measured the benefits,

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applicability of the information, and topics used in the webinars. The researcher created a post-survey with a total of twenty-four questions: five questions were short answers, nine questions included a Likert Scale, three questions required “Yes” or “No” answers, and six questions were open-ended requiring short responses. The post-survey was created using Google Forms and was completed by the participants after they viewed the pre-recorded webinars. Upon receiving the survey responses, the researcher gathered and analyzed the data.

The researcher analyzed the data in two stages. In stage one, the researcher obtained twenty-three post-survey responses and matched them to the pre-survey responses using the participants’ unique, self-created 4-digit identifier. The post-survey was open for one week and the researcher collected and prepared the information compiled from the participants’ responses after the post-survey was closed.

In stage two, the researcher analyzed the open-ended responses and organized them into codes, then categorized them to generate themes (Creswell & Creswell, 2018) utilizing Google Sheets. The researcher triangulated the quantitative and qualitative results of the post-survey by comparing and contrasting multiple perspectives of tutoring and the strategies required. Within this study, the researcher examined the participants’ current perceptions of the professional development pre-recorded webinars presented in the study. The themes derived from the open-ended survey questions in both the pre-survey and the post-survey served as the qualitative data in this study. Calculating the mean, median, and mode of the Likert Scale questions on both the pre-survey and the post-survey served as the quantitative data in this study. The researcher validated these results by comparing the results from different participants of the same survey to

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clarify the relationship between the survey and the webinar development. The post-survey results provided recommendations to improve the pre-recorded webinars so that they may meet any unaddressed needs for future implementation.

### Demographics of Participants

The researcher received twenty-three post-survey responses during the collection period. All twenty-three ( 100%) of the participants signed the informed consent and reported that they were employed in the chosen school district. One out of twenty-three (4%) of the participants identified as a teacher. Sixteen of twenty-three (70%) identified as a tutor. Six of twenty-three (26%) identified as both a tutor and a teacher. Due to the survey being anonymous, the researcher does not have any demographic data.

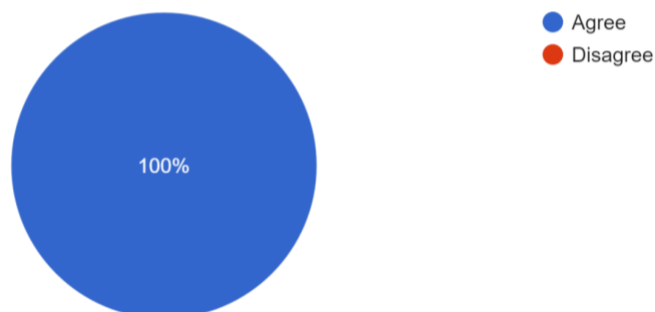
### Summary of Results

The first question of the post-survey was the declaration of informed consent (Figure 15). Twenty-three out of twenty-three (100%) of the participants consented to participate in the study.

### Figure 15

#### *Results of Post-Survey Question One*

By clicking "Agree" I am consenting to participate in the study.  
23 responses





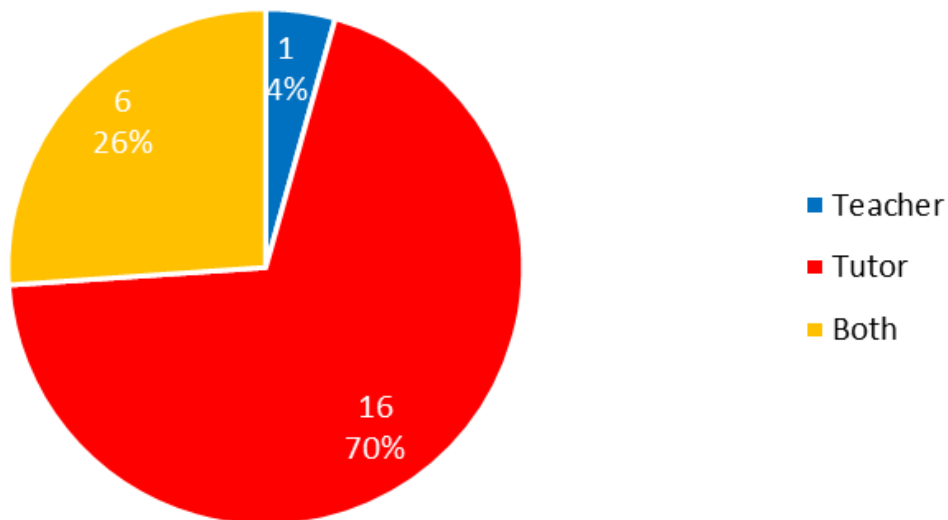
## GETTING OUR TUTORS BACK

Question two of the post-survey asked the participants to indicate which sector of the education system they are employed in (Figure 16). One out of twenty-three (4%) of the participants identified as a teacher. Sixteen of twenty-three (70%) identified as a tutor. Six of twenty-three (26%) identified as both a tutor and a teacher.

**Figure 16**

*Results of Post-Survey Question Two*

What sector of the education system are you in?



Question three of the post-survey asked the participants to indicate which school district they work in. Twenty-three of twenty-three (100%) of the participants reported that they were employed in the chosen school district.

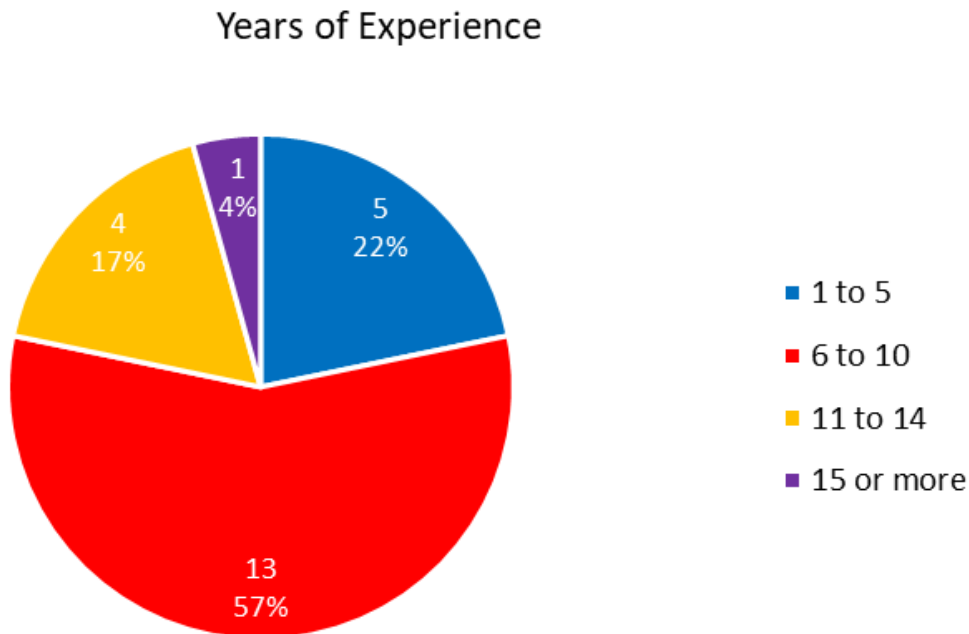
Question four asked the participants to indicate their years of teaching experience and the subjects they have taught (Figure 17 and Figure 18). Five of twenty-three (22%) participants indicated they had between one and five years of experience. Those who had between six and ten

## GETTING OUR TUTORS BACK

years accounted for thirteen (57%) responses. Four of twenty-three participants (17%) responded with experience between eleven and fourteen years. Only one of the twenty-three participants (4%) indicated that they had fifteen or more years of teaching experience.

### Figure 17

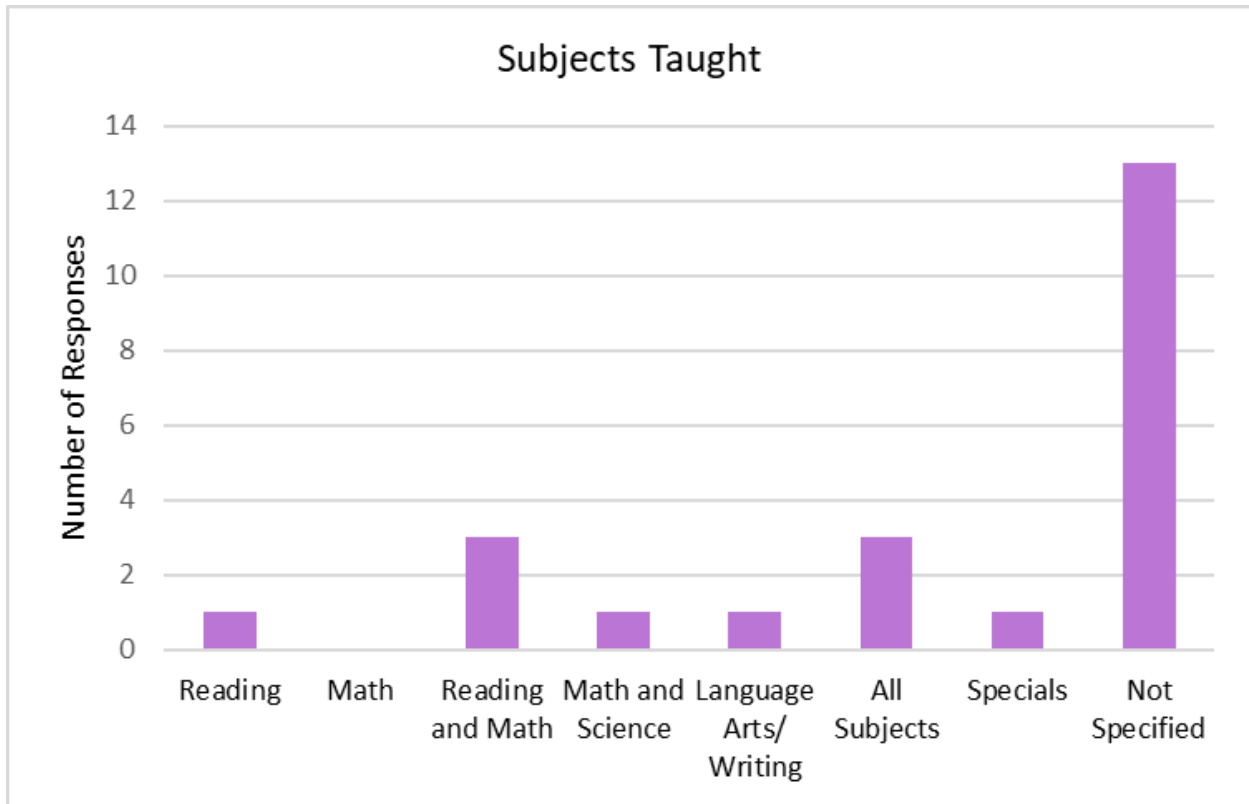
*Results of Post-Survey Question Four*



In regards to subjects taught, thirteen of twenty-three (57%) participants did not indicate any specific subjects. Three of twenty-three participants (13%) indicated that they teach all subjects required at their grade level. Another three of twenty-three participants (13%) indicated that they teach reading and math. One of the twenty-three (4.25%) indicated that they teach only reading. One of the twenty-three (4.25%) indicated that they teach math and science. One of the twenty-three (4.25%) indicated that they teach language arts/writing. One of the twenty-three participants (4.25%) indicated that he or she teaches physical education, which is categorized as a “specials” subject. None of the participants indicated that they teach only math.

**Figure 18**

*Further Results of Post-Survey Question Four*



Question five asked the participants to indicate the level or levels that they currently teach (Table 3). Fourteen of twenty-three (59%) participants responded that they are at the elementary level. Two of twenty-three participants (8%) indicated that they teach at the middle school level. Another two of twenty-three participants (8%) answered that they teach at the high school level. Another two of twenty-three participants (8%) indicated that they teach both elementary and middle school levels. Four of twenty-three participants (17%) indicated that they teach all levels from kindergarten through ninth grade.

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**Table 3**

*Results of Survey Question Five - Post-Survey Findings*

Elementary	59% (14)
Middle	8% (2)
High	8% (2)
All Levels K - 5th	17% (4)
Elementary and Middle	8% (2)

Note. Question five asked participants, “What level do you currently teach?”.

Question six asked the participants to indicate whether or not they had completed the pre-survey that the researcher made available during the first collection period. Twenty-three of twenty-three (100%) of the participants reported that they had completed the pre-survey.

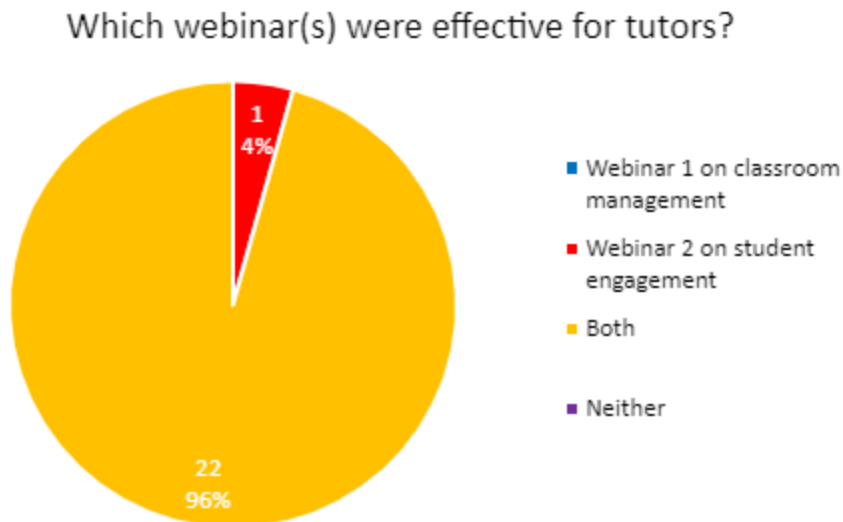
Question seven asked the participants to input the unique four-digit identifier code that they had created during the presurvey. This code was used to match up the pre-survey and post-survey responses. The data collected and the graphic for this question will not be shared to protect the anonymity and confidentiality of the participants. Twenty-three out of twenty-three (100%) of the participants did input their unique identifiers as requested.

Question eight asked the participants to indicate which webinar(s) they believe were effective for tutors (Figure 19). Twenty two of twenty-three (96%) participants responded that they thought both webinars were effective. One participant indicated that they thought that the webinar on student engagement was effective.

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**Figure 19**

*Results of Post-Survey Question Eight*



Question nine asked the participants to indicate whether or not the webinar on classroom management benefited and improved their practice. Twenty-three of twenty-three (100%) participants responded that they thought the webinar on classroom management did benefit and improve their practice.

Question ten asked the participants to indicate whether or not the webinar on student engagement benefited and improved their practice. Twenty-three of twenty-three (100%) participants responded that they thought the webinar on student engagement did benefit and improve their practice.

Question eleven asked participants to indicate on a Likert Scale from 1 to 5 whether or not they agreed that professional development webinars developed by the researcher used models and modeling of effective practice (Figure 20). Out of the twenty-three responses, twenty two (95.7%) strongly agreed and one (4.3%) agreed that the webinars used models and modeling of effective practice.

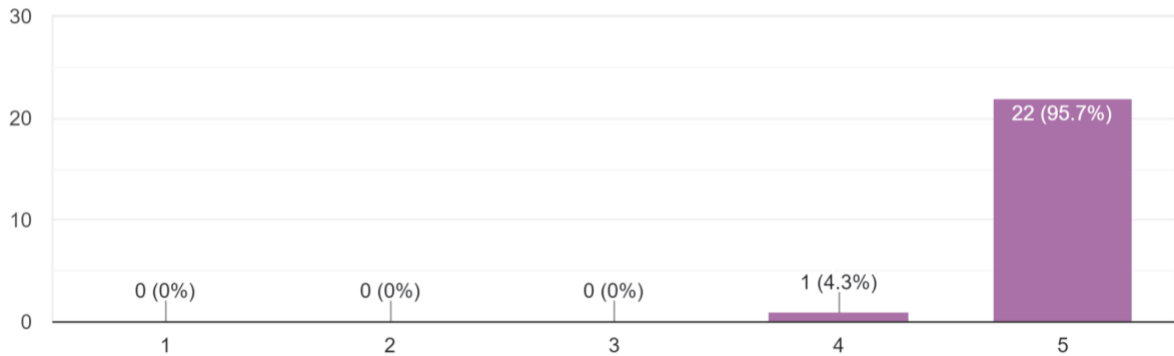
## GETTING OUR TUTORS BACK

### Figure 20

#### *Results of Post-Survey Question Eleven*

Used models and modeling of effective practice.

23 responses



Question twelve asked the participants to indicate on a Likert Scale from 1 to 5 whether or not they agreed that professional development webinars developed by the researcher were content-focused. Twenty-three of twenty-three (100%) participants responded that they thought the webinars were content-focused.

Question thirteen asked the participants to indicate on a Likert Scale from 1 to 5 whether or not they agree that professional development webinars developed by the researcher were accessible at any time or date. Twenty-three of twenty-three (100%) participants responded that they thought the webinars were accessible at any time or date.

Question fourteen asked participants to indicate on a Likert Scale of 1 to 5 whether or not they agreed that the webinars included opportunities for reflection and discussion (Figure 21). Out of the twenty-three responses, sixteen (69.6%) strongly agreed, four (17.4%) agreed, two (8.7%) neither agreed nor disagreed, and one (4.3%) strongly disagreed that the webinars included opportunities for reflection and discussion.

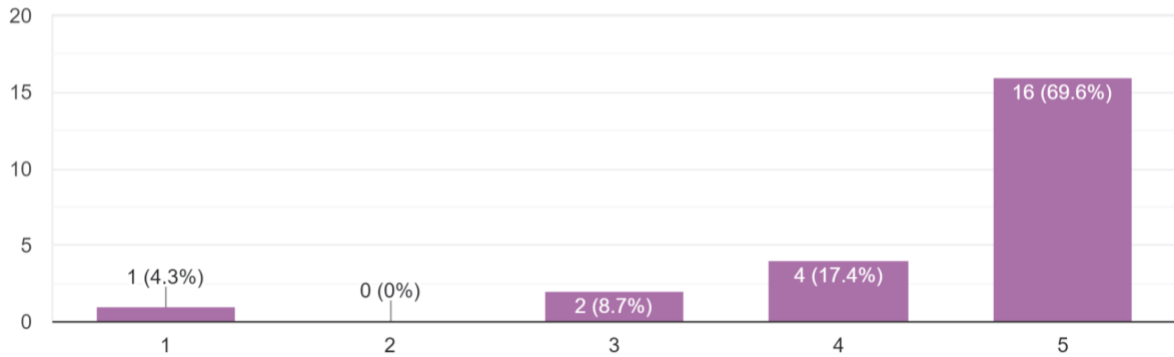
## GETTING OUR TUTORS BACK

### Figure 21

#### *Results of Post-Survey Question Fourteen*

Included reflection and discussion.

23 responses



Question fifteen asked participants to indicate on a Likert Scale of 1 to 5 whether or not they agreed that the webinars supported collaboration in job-embedded contexts (Figure 22). Out of the twenty-three responses, seventeen (73.9%) strongly agreed, five (21.7%) agreed, and one (4.3%) neither agreed nor disagreed that the webinars did support collaboration in job-embedded contexts

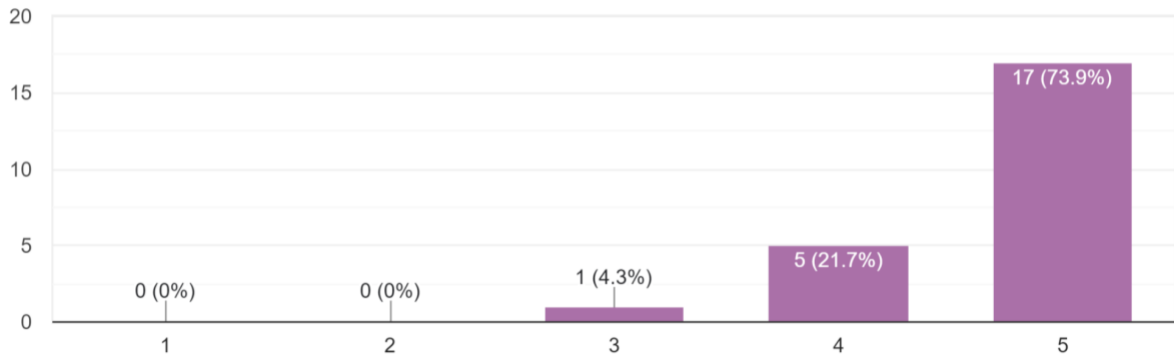
## GETTING OUR TUTORS BACK

### Figure 22

#### *Results of Post-Survey Question Fifteen*

Supported collaboration, typically in job-embedded contexts.

23 responses



Question sixteen asked participants to indicate on a Likert Scale of 1 to 5 whether or not they agreed that the webinars provided coaching and expert support (Figure 23). Out of the twenty-three responses, seventeen (73.9%) strongly agreed, five (21.7%) agreed, and one (4.3%) strongly disagreed that the webinars provided coaching and expert support.



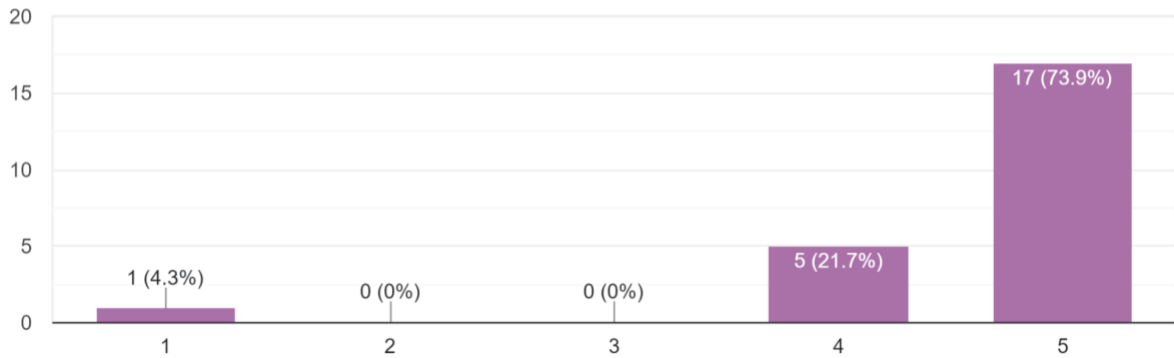
## GETTING OUR TUTORS BACK

### Figure 23

#### *Results of Post-Survey Question Sixteen*

Provided coaching and expert support.

23 responses



Question seventeen asked the participants to indicate on a Likert Scale from 1 to 5 whether or not they agreed that professional development webinars developed by the researcher were of sustained duration. Twenty-three of twenty-three (100%) participants responded that they thought the webinars were of sustained duration.

Question eighteen asked participants to indicate on a Likert Scale from 1 to 5 whether or not they agreed that professional development webinars developed by the researcher allowed for immediate and useful application (Figure 24). Out of the twenty-three responses, twenty two (95.7%) strongly agreed and one (4.3%) agreed that the webinars allowed for immediate and useful application.

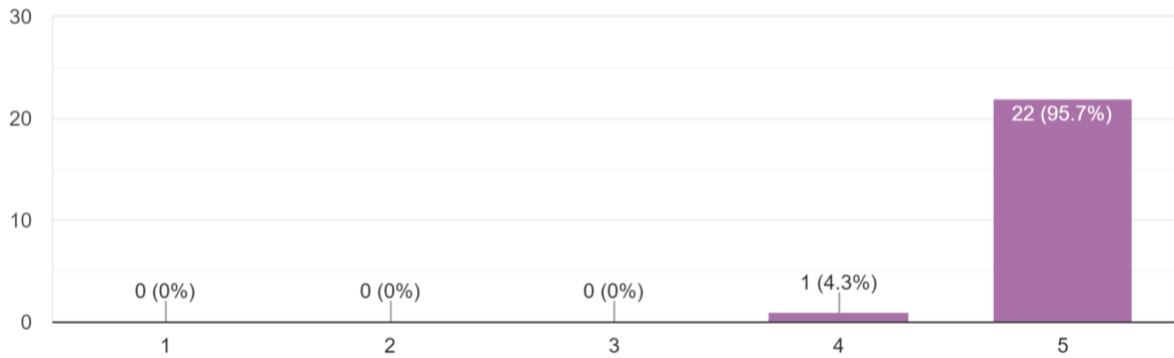
## GETTING OUR TUTORS BACK

### Figure 24

#### *Results of Post-Survey Question Eighteen*

Allowed for immediate and useful application.

23 responses



Question nineteen asked participants to indicate on a Likert Scale of 1 to 5 whether or not they agreed that the webinars included opportunities for active learning (Figure 25). Out of the twenty-three responses, twenty-two (95.7%) strongly agreed and one (4.3%) agreed that the webinars included opportunities for active learning.

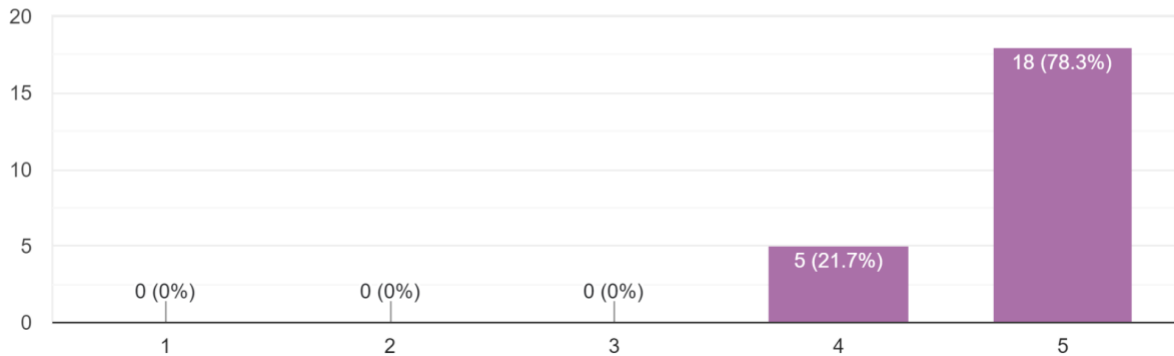
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**Figure 25**

*Results of Post-Survey Question Nineteen*

Included active learning.

23 responses



Question twenty asked the participants to explain how the webinar on classroom management benefited and improved their practice. One participant mentioned, “As a teacher, I was reminded how important it is to get students in on what they believe the expectations and consequences should be. We aren't given training on Classroom Management so it is nice to have a review or even new strategies we have never used.” This comment helped the researcher to confirm that the need for this type of professional development currently exists and could be continued on as an ongoing program in the future. A second participant commented, “As a tutor, the webinar benefited and improved my practice by giving me a few strategies I was not familiar with. I really liked the concept of the student-teacher contract. I usually teach one on one or two to three students at a time. I will be creating a student-teacher contract with my students. I would also allow my students to be involved in the creation of the rules/expectations, which will help build a relationship between us.” A third participant noted, “Allowing students to be involved in the creation of rules/expectations is a great way to increase their engagement. I like how the

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video shows how the teacher increases the students' sense of belonging. This will benefit and improve my practice especially with creating student-teacher contracts in tutoring.” These comments helped the researcher to confirm that the webinars did allow for immediate and useful application for the participants.

Question twenty-one asked the participants to explain how the webinar on student engagement benefited and improved their practice. One participant mentioned, “I enjoyed the topics and short videos. I can take some of the strategies, like SLANT and STAR, and put them into practice in my classroom and with my tutoring groups.” A second participant commented, “The webinar on student engagement benefited and improved my practice by giving me strategies (STAR/SLANT) that will keep my students engaged. I enjoyed being reminded about differentiation by Tomlinson.” A third participant noted, “I enjoyed hearing about Doug Lemov who I had never heard of before. I can definitely use the SLANT method with tutoring students. The videos help with understanding how to get students to engage in lessons. As a tutor, parents usually tell you what their child needs, but giving a pre-assessment (like Tomlinson states) could help me know how to help the child even more.” These comments helped the researcher to confirm that the webinars were content driven.

Question twenty-two asked the participants which classroom management topics they found the most beneficial to learn about to improve their practice. Rules and procedures, clear expectations, and Harry Wong’s strategy of “Give Me Five” were mentioned the most. Seven of twenty-three (30%) participants indicated that the information presented on rules and procedures was found most beneficial. One participant mentioned, “establishing rules and procedures where the students are involved in the process”. Five of twenty-three (22%) participants expressed that

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the information presented on clear expectations was found most valuable to their practice. Another participant gave several topics, specifically mentioning clear expectations, “clear expectations, student-teacher contract, establishing norms, task-oriented procedures for lessons”. This comment validated that a majority of the topics were useful to this group of twenty- three participants. Four of twenty-three (17%) participants voiced that the information presented on Harry Wong’s “Give Me Five” strategy was found essential to learn about. A third participant noted, “Give Me Five strategy, student-teacher contract, having students create norms that will help them get work done and be more engaged”. Comments like these validated the need for this type of professional development currently exists and could be continued on as an ongoing program in the future. These comments helped the researcher to confirm that the webinars did allow for immediate and useful application as well as used models and modeled effective practice.

Question twenty-three asked the participants which topics of student engagement did you find the most beneficial to learn about to improve their practice. All twenty-three participants responded with at least one or more topics that they found beneficial. The most commonly mentioned topic was the SLANT/STAR strategy. Seven out of twenty-three (30%) participants noted that the information provided on this topic was most beneficial. The second most common topic was pre-assessment. Four out of twenty-three (17%) participants incorporated pre-assessment into their responses. The third most common topic, differentiation, was mentioned by three (13%) of the participants. The results of this question helped confirm that the webinar on student engagement was useful and helped participants to increase their skills in the area of student engagement.

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Question twenty-four asked the participants what topics they would like to see in future modules if the webinar series were to continue. Most participants offered that they would prefer to see topics on specific small-group activities for engagement, rules and procedures for student engagement, and pre-assessment for small-groups.

One participant mentioned, “specific small-group student engagement activities and free templates for small-group centers”. Another participant noted, “expand on how to and different ways to create rules and procedures in the classroom”. A third participant voiced, “more about using small-groups with pre-assessment to identify gaps in students' understanding of a lesson taught the same day”. All twenty-three participants offered a topic or more that they would be interested in learning more about. Comments like these validated that the need for this type of professional development currently exists and could be continued on as an ongoing program in the future. These comments helped the researcher to confirm that the webinars did allow for immediate and useful application as well as used models and modeled effective practice.

Question twenty-five was an open response that allowed the participants to make comments or voice concerns about the post-survey. Twenty-two of the twenty-three participants answered this question. Most of the responses entailed the participants saying “Thank You” or stated that they did not have any comments or concerns.

### **Results of Research Question One**

RQ1: What are the effective components of a customized professional development webinar for professional tutors?

From the research conducted and data compiled from the post-survey, the researcher proved that there is a need for free, pre-recorded professional development webinars that will

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increase tutors' level of efficacy in classroom management and student engagement. The data showed that a majority of the survey questions regarding the effective components of a professional development webinar were found at a satisfactory level using a Likert Scale. According to the pre-survey data, the top three effective components were "accessed at any time/date", "allows for immediate and useful application", and "uses models and modeling of effective practice". The post-survey data is similar to the pre-survey data, except it asked participants to evaluate the effective components of the professional development webinars they experienced. The top five effective components of the webinars created by the researcher were "was of sustained duration", "is content-focused", "accessed at any time/date", "allowed for immediate and useful application", and "modeled and modeling of effective practice". The results for questions twelve, thirteen, and seventeen in the post-survey were as follows: On a scale from 1 to 5, twenty-three participants (100%) strongly agreed that "is content-focused", "accessed any time/date", and "was of sustained duration" are components of effective professional development webinars for tutors and teachers. Twenty-two out of twenty-three participants (95.7%) strongly agreed that "modeled and modeling of effective practices" as well as "allowed for immediate and useful application" while one (4.3%) participant agreed with both of these components. The researcher obtained insight into whether free, pre-recorded professional development webinars would be beneficial for tutors.

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**Table 4**

*Research Question One - Post-Survey Findings*

Survey Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Question 11: Uses models and modeling of effective practice.	N/A	N/A	N/A	1 (4.3%)	22 (95.7%)
Question 12: Was content-focused	N/A	N/A	N/A	N/A	23 (100%)
Question 13: Accessed at any time/date.	N/A	N/A	N/A	N/A	23 (100%)
Question 17: Was of sustained duration	N/A	N/A	N/A	N/A	23 (100%)
Question 18: Allows for immediate and useful application.	N/A	N/A		1 (4.3%)	22 (95.7%)

Note. Table 4 illustrates the questions of the post-survey and the results that support research question one.

### **Results of Research Question Two**

RQ2: How will a customized professional development webinar provide classroom management strategies for professional tutors?

From the research conducted and data compiled from the post-survey, the researcher



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found that the data supported the need for a professional development webinar on the topic of classroom management was effective and helped to improve professional tutors' practice in the area of classroom management. The data from question eight in the post-survey helped to solidify the overall effectiveness of the professional development webinars developed by the researcher. Question eight asked the participants to indicate which webinar(s) they believed d were effective for tutors. Twenty-two of twenty-three (96%) participants responded that they thought both webinars were effective. One participant indicated that they thought that the webinar on student engagement was effective (Figure 19). Overall, the data supports the conclusion that both webinars were considered effective by the participants.

Question nine asked the participants to indicate whether or not the webinar on classroom management benefited and improved their practice. Twenty- three of twenty-three (100%) participants responded that they thought the webinar on classroom management did benefit and improve their practice. This data supported the need for a webinar on classroom management had a positive effect on the participants' practice.

In order to gather some qualitative data and gather insight into how each participant benefited, the researcher included some open-ended questions in the post-survey. Question twenty asked the participants to explain how the webinar on classroom management benefited and improved their practice. One participant mentioned, "As a teacher, I was reminded how important it is to get students in on what they believe the expectations and consequences should be. We aren't given trainings on Classroom Management so it is nice to have a review or even new strategies we have never used." This comment helped the researcher to confirm that the need for this type of professional development currently exists and could be continued on as an

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ongoing program in the future. A second participant commented, “As a tutor, the webinar benefited and improved my practice by giving me a few strategies I was not familiar with. I really liked the concept of the student-teacher contract. I usually teach one-on-one or two to three students at a time. I will be creating a student-teacher contract with my students. I would also allow my students to be involved in the creation of the rules/expectations, which will help build a relationship between us.” A third participant noted, “Allowing students to be involved in the creation of rules/expectations is a great way to increase their engagement. I like how the video shows how the teacher increases the students' sense of belonging. This will benefit and improve my practice especially with creating student-teacher contracts in tutoring.” These comments helped the researcher to confirm that the webinars did allow for immediate and useful application for the participants.

Question twenty-two asked the participants which classroom management topics they found the most beneficial to learn about to improve their practice. Rules and procedures, clear expectations, and Harry Wong’s strategy of “Give Me Five” were mentioned the most. Seven of twenty-three (30%) participants indicated that the information presented on rules and procedures was found most beneficial. One participant mentioned, “establishing rules and procedures where the students are involved in the process”. Five of twenty-three (22%) participants expressed that the information presented on clear expectations was found most valuable to their practice. Another participant gave several topics, specifically mentioning clear expectations, “clear expectations, student-teacher contract, establishing norms, task-oriented procedures for lessons”. This comment supported a majority of the topics were useful to this group of twenty- three participants. Four of twenty-three (17%) participants voiced that the information presented on

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Harry Wong's "Give Me Five" strategy was found essential to learn about. A third participant noted, "Give Me Five strategy, student-teacher contract, having students create norms that will help them get work done and be more engaged". Comments like these validated that the need for this type of professional development currently exists and could be continued on as an ongoing program in the future. These comments helped the researcher to confirm that the webinars did allow for immediate and useful application as well as used models and modeled effective practice.

The researcher obtained insight into the overall effectiveness and which topics of classroom management the participants found the most beneficial to improve their practice after viewing a professional development webinar that provided classroom management strategies.

### **Results of Research Question Three**

RQ3: How will a customized professional development webinar increase student engagement for professional tutors?

From the research conducted and data compiled from the post-survey, the researcher found that a professional development webinar on the topic of student engagement was effective and helped to improve professional tutors' practice in the area of student engagement. Question eight on the post-survey is correlated to both research questions one and two. As referenced above, question eight asked the participants to indicate which webinar(s) they believe were effective for tutors. Twenty-two of twenty-three (96%) participants responded that they thought both webinars were effective. One participant indicated that they thought that the webinar on student engagement was effective.

Survey question ten asked the participants to indicate whether or not the webinar on

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student engagement benefited and improved their practice. Twenty-three of twenty-three (100%) participants responded that they thought the webinar on student engagement did benefit and improve their practice. This data validated that a webinar on student engagement had a positive effect on the participants' practice.

Question twenty-one asked the participants to explain how the webinar on student engagement benefited and improved their practice. One participant mentioned, "I enjoyed the topics and short videos. I can take some of the strategies, like SLANT and STAR, and put them into practice in my classroom and with my tutoring groups." A second participant commented, "The webinar on student engagement benefited and improved my practice by giving me strategies (STAR/SLANT) that will keep my students engaged. I enjoyed being reminded about differentiation by Tomlinson." A third participant noted, "I enjoyed hearing about Doug Lemov who I had never heard of before. I can definitely use the SLANT method with tutoring students. The videos help with understanding how to get students to engage in lessons. As a tutor, parents usually tell you what their child needs, but giving a pre-assessment (like Tomlinson states) could help me know how to help the child even more." These comments helped the researcher to confirm that the webinars were content driven.

Question twenty-three asked the participants which topics of student engagement did you find the most beneficial to learn about to improve their practice. All twenty-three participants responded with at least one or more topics that they found beneficial. The most commonly mentioned topic was the SLANT/STAR strategy. Seven out of twenty-three (30%) participants noted that the information provided on this topic was most beneficial. The second most common topic was pre-assessment. Four out of twenty-three (17%) participants incorporated pre-

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assessment into their responses. The third most common topic, differentiation, was mentioned by three (13%) of the participants. The results of this question helped confirm that the webinar on student engagement was useful and helped participants to increase their skills in the area of student engagement.

The researcher obtained insight into the overall effectiveness of the webinars and which topics of student engagement were effective. After viewing a professional development webinar that provided student engagement strategies, the participants found it most beneficial to improve their practice.

### **Summary**

The overall purpose of this study was to examine if tutors receiving a professional development webinar on the implementation of classroom management techniques and small-group teaching strategies would increase student engagement. This study included an examination to determine if implementing a professional development webinar will increase tutors' level of efficacy in classroom management and student engagement. The research showed that whether teachers and tutors are facing the COVID-19 slide or the summer slide, there is a loss of learning as well as a substantial impact on children's development, especially those from low-income families and students who are underserved (Kuhfield & Tarasawa, 2020). Since the end of the 2021 school year, "the majority of children in the United States may have gone a full calendar year with little or no in-person schooling" (Edgerton, 2021, para. 1). Even before COVID-19, millions of students did not have access to devices or the internet to learn. Today, teachers in the classroom face such prolific deficits that they are trying to find solutions to provide more instructional time for students. One solution is tutoring.

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Based on the research presented here, there is a continual need to assist struggling students. This study examined how personalized small-group tutoring can be used as an intervention method. Research on the specific strategies that professional tutors can use to increase student engagement, student achievement, and professional efficacy is scarce. Teachers employed in a traditional school setting are given access to the professional development programs that their administration or school district creates. Professional tutors who work alone or who work for private companies tend to have an even more limited set of professional development opportunities.

In summary, the researcher gained insight from the pre-survey and post-survey data and concluded that free, flexible, professional development webinars will fill a small part of professional tutors' need to help increase their skills in the areas of classroom management and small-group teaching strategies, and skills-based learning activities to help increase student engagement. The research supported that there is an increased need for tutoring programs over the last five to ten years, which validated the need for tutors to be able to obtain professional development opportunities whether through the organization that employs them or through an online website for free and accessed at any time.

## Chapter V: Conclusion

### Introduction

This study aimed to examine if tutors receiving a professional development webinar on implementing classroom management techniques and small group teaching strategies would increase student engagement. This study also examined whether implementing a professional development webinar will increase tutors' level of efficacy in classroom management and student engagement.

The researcher was prompted to investigate the problem that motivated this mixed-method study. This study was conducted using the action research method because it allowed the researcher to make improvements and changes to something that already exists. Current professional development programs available to professional tutors was the existing element. Carroll (2003) states that the action research method emphasizes “the active cooperation between researchers and those being researched, suggesting that researchers need to enter an active commitment with the workers of an organization to help improve their situation” (p. 291). This study enabled professional tutors to express their perceptions of professional development needed for small group instruction and engagement strategies to improve classroom management. According to researcher John Creswell (2018), a study that collects both qualitative and quantitative data makes it a mixed-methods study. Responses to the closed-ended questions from the surveys provided quantitative data. This data was converted into a numeric value based on the mode of each answer. Qualitative data was generated by analyzing open-ended survey responses and placing them into categories or themes. Research provides strong evidence of a current demand for tutoring, and experts urge that schools make it their mission to recover their

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students' losses (Time, 2022). Tutoring can produce learning gains for students who have had a significant loss of learning during the COVID-19 Pandemic and for students who need an extra boost in academics (Time, 2022). "Researchers estimate it will take average elementary school students three years and middle students five or more years to fully recover" (Time, 2022, para. 5).

According to an article published by the N.W.E.A. Collaborative for Student Growth (2020), students are projected to return to school with up to 70% of the learning gains in reading that they would have had in a traditional school year. Unfortunately, the projections for mathematics are slated at less than 50% of expected gains. Improvements have been shown when students are supported with quality tutoring programs (NWEA, 2020).

Since professional development resources for professional tutors are scarce, the researcher found that free, flexible professional development webinars would fill a small part of professional tutors' need to help increase their skills in the areas of classroom management, small group teaching strategies, and skills-based learning activities to help increase student engagement.

To confirm that there is a need for professional development webinars on the implementation of classroom management techniques and small group teaching strategies that will increase student engagement, the researcher developed a pre-survey that was provided to current professional tutors (Appendix F). After one week, twenty-three participants responded to the survey, including a Likert Scale and open-ended questions. The researcher analyzed these responses and allowed the information to influence the development of two professional development webinars (Appendix G). When the webinars were made available, the researcher



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also included a post-survey that allowed the participants to measure the benefits, applicability of the information, and topics used in the webinars (Appendix H and Appendix I).

The webinars incorporated information from known researchers in the field. Within webinar one on classroom management, information about creating clear expectations by Robert Marzano was shared (CTE AdultEd, 2017). Further information regarding routines and procedures by Harry Wong was featured (Wong, 2015). The four main elements of classroom management, which include: classroom design, rules and consequences, scheduling and organization, and instructional technique, were discussed (Cini, n.d). Webinar two on student engagement incorporated information from Doug Lemov's "Teach Like a Champion" book series. The SLANT and STAR strategies were also highlighted (Lemov, 2014). Researcher Carol Ann Tomlinson was referenced for her work on the topic of differentiation (Bell, 2017). Video clips showing the strategies being modeled were featured in both webinars one and two (Webster, 2019).

### **Summary of Results**

The researcher found that all participants were employed in the chosen school district. One participant identified as a teacher, sixteen identified as a tutor, and six identified as both a tutor and a teacher. No identifying demographic data was obtained due to the surveys being anonymous. Most participants expressed that they had between six and ten years of experience. Five of the participants indicated that they had between one and five years of experience, four had between eleven and fourteen years of experience, and one indicated that they had more than fifteen years of teaching experience.

In regards to subjects taught, a majority of participants did not indicate any specific

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subject. Some participants disclosed that they taught all required subjects at their grade level, and the other subjects taught were reading, math, science, language arts, writing, and physical education. A majority of participants indicated that they currently teach at the elementary level. Some of the participants expressed that they teach at the middle school level, high school level, both the elementary and middle school levels, and all levels from kindergarten through ninth grade.

The results of each research question are discussed below.

### **Results of Research Question One**

RQ1: What are the effective components of a customized professional development webinar for professional tutors?

The researcher found a need to gather tutors' perceptions about what they believed to be the most effective components of a customized professional development webinar. Based on findings from both surveys, most of the questions detailing the effective components of a professional development webinar were found at a satisfactory level using a Likert Scale. According to the pre-survey data, the top three effective components were "accessed at any time/date" (52.1%), "allows for immediate and useful application" (37.4%), and "uses models and modeling of effective practice" (17.4%). This data assisted the researcher in the creation of the webinars. The webinars were posted to Youtube.com to allow for participants to access them at any date or time. The researcher chose specific strategies in classroom management and student engagement that would allow for immediate and useful application in their practice. The researcher also selected video clips that show the strategies being performed or reviewed by the students in their learning groups.

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The post-survey data is similar to the pre-survey data, except it asked participants to evaluate the effective components of the professional development webinars they experienced. The top five effective components of the webinars created by the researcher were “was of sustained duration,” “is content-focused,” “accessed at any time/date,” “allowed for immediate and useful application,” and “modeled and modeling of effective practice.”

According to the pre-survey data, the results for question nine on the pre-survey were as follows: On a scale from 1 to 5, 82.6% strongly agreed that “accessed any time/date” is a component of effective professional development webinars for tutors and teachers, while 8.7% agreed, and 8.7% neither agreed nor disagreed. The results of survey question fourteen found that 95.7% of participants strongly agreed that “allows for immediate and useful application” is an effective component of a professional development webinar, while 4.3% of participants agreed. The results for question seven on the pre-survey were as follows: On a scale from 1 to 5, 73.9% strongly agreed that “uses models and modeling of effective practice” is a component of effective professional development webinars for tutors and teachers, while 26.1% agreed.

The results for questions twelve, thirteen, and seventeen in the post-survey were as follows: On a scale from 1 to 5, 100% strongly agreed that “is content-focused,” “accessed any time/date,” and “was of sustained duration” are components of effective professional development webinars for tutors and teachers. 95.7% of participants strongly agreed that “modeled and modeling of effective practices” as well as “allowed for immediate and useful application,” while 4.3% of participants agreed with both of these components.

The researcher found that the webinars that were created correlated with the participants’ perceptions of what they considered to be the effective components that professional

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development webinars should contain. The data revealed that the webinars created by the researcher not only included the top three components from the pre-survey but also included two more components that participants approved of. Clearly, these perceptions show that tutors were interested in providing their feelings about effective components that make up professional development webinars. They also strongly agreed that the researcher-created webinars were beneficial to their practice.

### **Results of Research Question Two**

RQ2: How will a customized professional development webinar provide classroom management strategies for professional tutors?

The researcher found that the webinar on the topic of classroom management did have an impact on the participants' practice. Using pre-survey data, the researcher acquired knowledge on the specific topics in which participants wanted to develop their skills. Question seventeen asked the participants which classroom management topics they would find the most beneficial to learn about to improve their practice. One participant responded by stating, "how to give clear expectations in a positive way to help students' behavior in class." The researcher used this comment to present information on creating clear expectations in webinar one. Another participant remarked, "creating a classroom environment where students are confident." The researcher used this comment to showcase video clips on how to use student input to create classroom rules and procedures within webinar one.

The post-survey component was utilized to evaluate the overall effectiveness of the two webinars that the researcher developed. The data shows that all participants found that at least

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one or both webinars were effective (Figure 32). Twenty-three (100%) participants responded that they thought the webinar on classroom management benefited and improved their practice (Figure 33).

The researcher was also curious about the participant's thoughts regarding exactly how the webinars helped influence and benefit their practice. Open-ended questions on the post-survey were used to accomplish this. Question twenty asked the participants to explain how the webinar on classroom management benefited and improved their practice. One participant mentioned, "As a teacher, I was reminded how important it is to get students in on what they believe the expectations and consequences should be. We aren't given training on Classroom Management, so it is nice to have a review or even new strategies we have never used." This comment helped the researcher to confirm that the need for this type of professional development currently exists and could be continued as an ongoing program in the future. A second participant commented, "As a tutor, the webinar benefited and improved my practice by giving me a few strategies I was not familiar with. I really liked the concept of the student-teacher contract. I usually teach one-on-one or two to three students at a time. I will be creating a student-teacher contract with my students. I would also allow my students to be involved in the creation of the rules/expectations, which will help build a relationship between us." A third participant noted, "Allowing students to be involved in the creation of rules/expectations is a great way to increase their engagement. I like how the video shows how the teacher increases the students' sense of belonging. This will benefit and improve my practice, especially with creating student-teacher contracts in tutoring." The application of one's learning using previous experiences and new knowledge that has been acquired is the defining characteristic of the

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theory of constructivism. This learning theory can be applied to learners of any age (McLeod, 2019). The participants' comments helped the researcher to confirm that the webinars did allow for immediate and useful application for the participants.

The data revealed that the webinar on classroom management, created by the researcher, allowed for immediate and useful application and utilized modeling and models of effective practice. The feedback from the participants also shows that the webinars did benefit their practice. The topics that the participants found the most beneficial were rules and procedures, clear expectations, and Harry Wong's strategy of "Give Me Five". This data and feedback illustrate the need for this type of professional development currently exists and could be continued as an ongoing program in the future.

### **Results of Research Question Three**

RQ3: How will a customized professional development webinar increase student engagement for professional tutors?

The researcher found that the webinar provided on the topic of student engagement impacted the participants' practice. After analyzing the pre-survey data, the researcher acquired knowledge on the specific topics in which participants wanted to develop their skills. Question sixteen of the pre-survey asked the participants which topics of student engagement they would find the most beneficial to learn about to improve their practice. One participant mentioned, "Keeping students alert, tracking the speaker or lesson, taking notes, and asking questions." This comment inspired the researcher to incorporate the S.L.A.N.T and S.T.A.R strategies in webinar two. Another participant remarked, "Reading and math group set up/rotation" this comment directly inspired the researcher to showcase a few video clips on successful small group rotations

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in webinar two.

As referenced above, the data from the post-survey shows that all participants found that at least one or both webinars were effective (Figure 19). Twenty-three (100%) participants responded that they thought the webinar on student engagement benefited and improved their practice. In addition, question twenty-one of the post-survey asked the participants to explain how the webinar on student engagement benefited and improved their practice. One participant mentioned, “I enjoyed the topics and short videos. I can take some of the strategies, like SLANT and STAR, and put them into practice in my classroom and with my tutoring groups.” A second participant commented, “The webinar on student engagement benefited and improved my practice by giving me strategies (STAR/SLANT) that will keep my students engaged. I enjoyed being reminded about differentiation by Tomlinson.” A third participant noted, “I enjoyed hearing about Doug Lemov, who I had never heard of before. I can definitely use the SLANT method with tutoring students. The videos help with understanding how to get students to engage in lessons. As a tutor, parents usually tell you what their child needs, but giving a pre-assessment (like Tomlinson states) could help me know how to help the child even more.” These participants will be able to use the professional development webinars to increase student engagement by allowing them to practice the strategies given with their students, enabling them to improve their practice.

The data revealed that the webinar on student engagement, created by the researcher, was content driven, allowed for immediate and useful application, and utilized modeling and models of effective practice. The feedback from the participants also showed that the webinars did benefit their practice. The topics that the participants found the most beneficial were the

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SLANT/STAR strategy, pre-assessment, and differentiation. This data and feedback illustrate the need for this type of professional development currently exists and could be continued as an ongoing program in the future.

### **Discussion of Results**

The researcher evaluated the responses from both the pre-survey and the post-survey and found themes derived from the open-ended survey questions. The researcher validated these results by comparing the results from different participants of the same survey to clarify the relationship between the survey and the webinar development. The post-survey results provided recommendations to improve the pre-recorded webinars so that they may meet any unaddressed needs for future implementation.

The researcher concluded that the two webinars created were considered effective by the participants. The following conclusions related to the webinars on classroom management and student engagement will be organized into two categories: the perceptions of the required professional development for small group instruction and engagement strategies that would improve classroom management while instructing students and the feedback on the professional development webinars. Due to the participants' demographics being anonymous, the researcher could not use demographics to draw conclusions about their perceptions. The researcher made conclusions directly from their self-reports and feedback. It was clear from participants' responses that there is a need for free, pre-recorded professional development webinars to increase tutors' efficacy in classroom management and student engagement.

#### *The Perceptions of the Required Professional Development*

Teachers can utilize professional development to compensate for the lack of training.



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In a case study focused on teacher training, the researcher quotes Beatriz Avalos, who said, “professional development is about teachers learning, learning to learn, and transforming their knowledge in practice for the benefit of their students’ growth” (Avalos, 2011, as cited in Bustos & Morales, 2021, pg. 4). In addition to learning about learning theories, Avalos emphasizes the importance of putting them into practice as well. Ramos-Rodriguez (2014, as cited in Bustos & Morales, 2021) argues that teachers must reflect for teacher professional development to be productive. A number of studies have examined the effectiveness of teacher professional development programs (Desimone and Pak, 2017; Gonzalez-Weil et al., 2014, as cited by Bustos & Morales, 2021). However, determining what effective professional development should be comprised of can be subjective. There are some authors who have identified professional development in terms of how it impacts the teaching practice and the learning process of students, while others contend that it should be viewed in terms of the teacher’s motivations and needs since their strengths and weaknesses lie in diverse fields of knowledge (Caddle et al. 2016, as cited in Bustos & Morales, 2021).

Darling-Hammond et al. (2017) evaluated over thirty-five different professional development programs. The results of this study “demonstrated a positive link between teacher professional development, teaching practices, and student outcomes” (Darling-Hammond et al., 2017, para. 2). The study determined that successful professional development programs had seven themes in common. First, the development is content-focused. The content focus gives teachers new strategies they can apply immediately within their teaching content (Darling-Hammond et al., 2017). Secondly, it incorporates active learning utilizing adult learning theory. Teaching our teachers should allow them to bring their experience to the table and choose their

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development activities based on their interests and class needs (Darling-Hammond et al., 2017). Thirdly, these development activities should support collaboration. Sharing ideas can help teachers identify new strategies and discuss their effectiveness (Darling-Hammond et al., 2017). Fourthly, a program that uses models and modeling of effective practice can give teachers examples to build their learning around. The fifth theme showed that providing coaching and expert support ensures the effective implementation of the teachers' strategies (Darling-Hammond et al., 2017). Also, allowing for feedback and reflection at specific times throughout the development program will enable teachers to survey their learning and create lasting positive changes in their practice. Finally, this study mentioned the duration of the development activities (Darling-Hammond et al., 2017). The author noted that they should be of sustained duration (Darling-Hammond et al., 2017). The longer the program lasts, the more learning and reflection can occur.

The researcher utilized these seven themes (Darling-Hammond et al., 2017) by including them in the pre-survey questions asking participants to rate the components of effective professional webinars. Two additional components were included: accessed at any time/date and allowed for immediate and useful application. These components were added since most professionals are constrained for time and need immediate and useful application. Based on findings from both surveys, most of the questions detailing the effective components of a professional development webinar were found at a satisfactory level using a Likert Scale. According to the pre-survey data, the top three effective components were "accessed at any time/date", "allows for immediate and useful application," and "uses models and modeling of effective practice." This data assisted the researcher in the creation of the webinars. The

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webinars were posted to Youtube.com to allow for participants to access them at any date or time. The researcher chose specific strategies in classroom management and student engagement that would allow for immediate and useful application in their practice. The researcher also selected video clips that show the strategies being performed or reviewed by the students in their learning groups.

The post-survey data is similar to the pre-survey data, except it asked participants to evaluate the effective components of the professional development webinars they experienced. The top five effective components of the webinars created by the researcher were “was of sustained duration,” “is content-focused,” “accessed at any time/date,” “allowed for immediate and useful application,” and “modeled and modeling of effective practice.” The duration of the webinars were approximately 30 minutes each. The researcher chose specific strategies in classroom management and student engagement, selected video clips that show the strategies being performed or reviewed by the students in their learning groups, and referenced various practical strategies provided by Robert Marzano, Harry Wong, and Carol Tomlinson, influential authors, and speakers on education. This shows that the webinars were content-focused. The researcher posted to Youtube.com to allow for participants to access them at any date or time.

The researcher utilized these themes to create professional development webinars. The researcher found that the webinars that were created correlated with the participants’ perceptions of what they considered to be the effective components that professional development webinars should contain. The data revealed that the webinars created by the researcher not only included the top three components from the pre-survey but also included two more components that participants approved of. Research revealed that some studies had identified professional

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development in terms of how it impacts the teaching practice and the learning process of students, while others contend that it should be viewed in terms of the teacher's motivations and needs since their strengths and weaknesses lie in diverse fields of knowledge (Caddle et al. 2016, as cited in Bustos & Morales, 2021). Since each participant had various years of experience, taught different subjects, and taught at different levels, their perceptions of what they considered to be effective components of professional development were based on their motivations and needs as well as strengths and weaknesses. The researcher found that it is subjective in determining the effective components of professional development for educators. Clearly, these perceptions show that tutors were interested in providing their feelings about effective components that make up professional development webinars. They strongly agreed that the researcher-created webinars were beneficial to their practice.

### *The Feedback on the Professional Development Webinars*

The researcher found that professional tutors need free, flexible professional development webinars to increase their skills, particularly in classroom management and small group teaching strategies to help increase student engagement. Research shows that tutoring significantly impacts learning gains and student motivation across all grade levels, but professional tutors are in need of successful professional development on an ongoing basis (Time, 2022). A study examined two groups of students participating in a structured tutoring program and found that students guided by a tutor who participated actively in ongoing training performed better than students whose tutor did not (United States Department of Education, 2001). Students' achievement improvements can be traced to the increase in instructional time and the quality of the instruction, according to Wasik and Salivn (United States Department of Education, 2001).

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Further review of the qualitative data revealed that the participants need to be able to access content-focused professional development webinars that allow for immediate and useful application. According to an article published in *Teaching and Teacher Education* (1988), classroom management is an evolving process. Brophy said, “Teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their roles as authority figures or disciplinarians” (Brophy 1988, p. 1). An innovative educator possesses not only content knowledge but knowledge of organization, structure, and delivery patterns that work for their students (Bennett and Smilanich, 2012). The researcher contributed to professional tutors' efficacy by providing a webinar on classroom management techniques. This allowed them to expand on their previous knowledge, enhance how they manage students' tasks while guiding, leading, and inspiring them, and design classroom routines and expectations with student buy-in. The webinars created by the researcher offered strategies in classroom management and student engagement to increase professional tutors' level of efficacy. The term *self-efficacy* refers to “an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments” (Carey & Forsyth, 2009, para. 1). As educators take in new information and practice it, and eventually perfect it, the skill will become part of their skill base. The webinars allowed the participants to acquire this new information and skills using observational learning. As defined by the Encyclopedia Britannica, observational learning is a: “method of learning that consists of observing and modeling another individual's behavior, attitudes, or emotional expressions. Although it is commonly believed that the observer will copy the model, American psychologist Albert Bandura stressed that

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individuals might simply learn from the behavior rather than imitate it. Observational learning is a major component of Bandura's social learning theory. He also emphasized that four conditions were necessary in any form of observing and modeling behavior: attention, retention, reproduction, and motivation" (Stone, 2017, para. 1).

The feedback from participants was apparent that the professional development webinars are essential to their practice. The researcher included open-ended questions in the post-survey to gather insight into how each participant benefited from viewing the webinars. Question twenty asked the participants to explain how the webinar on classroom management benefited and improved their practice. One participant mentioned, "As a teacher, I was reminded how important it is to get students in on what they believe the expectations and consequences should be. We aren't given training on Classroom Management, so it is nice to have a review or even new strategies we have never used." A study was conducted by the Bill & Melinda Gates Foundation (2014) to identify the professional development needs of teachers. The researchers found that when they interviewed teachers, they believed that professional development offerings provided by their school districts were not effective, not relevant, and not developing their practice so that their students can succeed. The researchers also found that teachers began to access a range of innovative products that can personalize their learning and streamline their work processes. Among these are online platforms that allow teachers to share content, view videos, and reflect on themselves (Bill & Melinda Gates Foundation, 2014). The researcher of this study understands that teachers use online resources extensively for planning, designing, and delivering instruction, including mainstream and education-specific sites. Moreover, they tend to use both teacher-oriented materials, such as instructional videos and student-oriented materials

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(Bill & Melinda Gates Foundation, 2014). The participant's comment helped the researcher to confirm that the need for this type of professional development currently exists and could be continued as an ongoing program in the future.

A second participant commented, "As a tutor, the webinar benefited and improved my practice by giving me a few strategies I was not familiar with. I really liked the concept of the student-teacher contract. I usually teach one-on-one or two to three students at a time. I will be creating a student-teacher contract with my students. I would also allow my students to be involved in the creation of the rules/expectations, which will help build a relationship between us." As noted earlier, an important aspect of successful tutoring services is establishing a positive and encouraging relationship with students. It is the tutor's responsibility to be a subject matter expert and to be an active evaluator of student understanding. In addition to asking questions, they provide a variety of opportunities for their students to express their understanding (Weimer, 2013).

A third participant noted, "Allowing students to be involved in the creation of rules/expectations is a great way to increase their engagement. I like how the video shows how the teacher increases the students' sense of belonging. This will benefit and improve my practice, especially with creating student-teacher contracts in tutoring." Behavior contracts are a long-standing concept. Behavior contracts define behavioral expectations and specify rewards for displaying target behaviors (Cooper et al., 2019, as cited in Majeika et al., 2020). A behavior contract can be applied in a wide variety of settings. It can be adapted to any age or developmental level, can be used to enhance a range of behaviors, and does not require educators

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to spend a lot of time developing it (Cooper et al., 2019, as cited in Majeika et al., 2020). These comments helped the researcher to confirm that the webinars did allow for immediate and useful application for the participants.

Question twenty-one asked the participants to explain how the webinar on student engagement benefited and improved their practice. One participant mentioned, “I enjoyed the topics and short videos. I can take some of the strategies, like SLANT and STAR, and put them into practice in my classroom and with my tutoring groups.” A second participant commented, “The webinar on student engagement benefited and improved my practice by giving me strategies (STAR/SLANT) that will keep my students engaged. I enjoyed being reminded about differentiation by Tomlinson.” A third participant noted, “I enjoyed hearing about Doug Lemov, who I had never heard of before. I can definitely use the SLANT method with tutoring students. The videos help with understanding how to get students to engage in lessons. As a tutor, parents usually tell you what their child needs, but giving a pre-assessment (like Tomlinson states) could help me know how to help the child even more.” These comments helped the researcher to confirm that the webinars were content driven. Allowing the curriculum and/or content to guide professional development increases its usefulness to the participants. In an article on the development of professional learning opportunities for educators written for the Thomas B. Fordham Institute, author Robert Podiscio wrote:

“When their professional learning is driven by curriculum, it becomes more focused and intentional. When schools, districts, and professional-development providers focus *their* efforts in support, the effects can only be heightened. It’s a simple matter of addition by subtraction: Time not spent planning lessons from scratch (and attending busywork



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professional development) means increased bandwidth to study student work, anticipate and plan for student misconceptions, and to develop the kind of deep subject matter expertise that enables teachers to respond creatively and flexibly in the moment.”

(Pondiscio, 2020, para. 7).

In addition, it can be difficult for tutors to develop engaging reinforcement and extension activities, especially if their organization does not allow them to do so or provide resources. The researcher offered small group strategies and strategies like SLANT and STAR in the webinar to increase student engagement. Question twenty-three asked the participants which topics of student engagement they found the most beneficial to learn about to improve their practice (Figure 55, Figure 56, and Figure 57). All twenty-three participants responded with at least one or more topics that they found beneficial. The most commonly mentioned topic was the SLANT/STAR strategy. Seven out of twenty-three (30%) participants noted that the information provided on this topic was most beneficial. The second most common topic was pre-assessment. Four out of twenty-three (17%) participants incorporated pre-assessment into their responses. The third most common topic, differentiation, was mentioned by three (13%) of the participants. The results of this question helped confirm that the webinar on student engagement was useful and helped participants increase their skills in student engagement.

In analyzing the participant data, the researcher found that the webinars on classroom management and student engagement strategies were very effective. The feedback from all participants found them to be beneficial to improving their practice.

### **Limitations**

The researcher monitored survey results throughout the process to ensure consistency.

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Each participant completed both the pre-survey and the post-survey. The 4-digit identifier code proved to be an extremely useful tool for monitoring consistency. To assist those with limited time, the researcher posted the webinars on Youtube.com to allow the most viewing flexibility possible.

This study was limited by the timing of the data collection period. This period occurred just before and during two school-year holiday break periods. This did affect the efficiency of the data collection. Another limitation of this study is the sample size. The final sample size was twenty-three participants. It may have been difficult for participants to respond honestly to the survey because they assumed that the researcher wanted specific answers. This could have limited the validity of the study. The researcher did gauge the fact that the participants were answering based on their levels of professional knowledge. A limitation of this study was that the Facebook groups do not encompass the entirety of Florida. This limitation did benefit the study by helping the researcher to find participants from the chosen school district.

### **Implications for Practice**

Based on the results, the researcher concluded that free, pre-recorded professional development webinars are a necessary resource for tutors. The feedback provided by participants showed that they would like to see additional modules on the topics of small group activities, specific rules and procedures for small groups, and using pre-assessment in small groups. The additional quantitative feedback provided will further inform the development of webinars on these topics. The feedback provided by participants also showed that they would prefer topics that include hands-on activities for math enrichment, small group book clubs or novel studies,

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and writer's workshops. Other resources, such as student worksheets and small group lesson plans, will be made available to the participants through a website that is in the preliminary stages of development.

During the preliminary research for this study, the researcher noted that there was a lack of research on the specific strategies professional tutors can use to increase student engagement, student achievement, and professional efficacy. This can be interpreted as a positive opportunity for growth and change within the field of education. This study explored the priori hypothesis that a positive relationship exists between the use of professional development opportunities and an increased sense of self-efficacy in classroom management and student engagement. Teachers and tutors are constantly practicing new skills and allowing their learning and training to influence their actions each day. Theorist John Dewey (1938) believed that application and practice are vital for learning for students and adults (Deng, 2006). Kronholz (2013) found that many new teachers lack the field experience needed to be successful long-term. This study's goals identified classroom management and small group teaching strategies and skills-based learning activities and provided new insights into the benefit of professional development webinars for tutors. Professional development is meant to help educators increase their skills and knowledge. Studies such as this one fill in small knowledge gaps within the field.

### **Recommendations for Future Research**

Within the post-survey, the researcher did include an open-ended response question which allowed the participants to share their thoughts on which topics they would like to see explored if and when the webinar series was to continue. Most participants said that they would prefer to see topics on specific small group activities for engagement, rules and procedures for

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student engagement, and pre-assessment for small groups. One participant mentioned, “specific small group student engagement activities and free templates for small group centers.” This feedback allows for a wide interpretation. Each researcher that decides to replicate this study will bring their own unique research and experiences to the webinar development. In an article for the University of Waterloo, the author suggests small group activities such as: allowing students to create and enact role plays, generating questions prior to the lesson presentation, and responding to student writing (University of Waterloo, n.d.).

Another participant noted, “expand on how to and different ways to create rules and procedures in the classroom.” In order to meet this suggestion, additional videos featuring educators and their learners modeling their daily procedures may be incorporated. A third participant voiced, “more about using small groups with pre-assessment to identify gaps in students' understanding of a lesson taught the same day.” Pre-assessment can also be used in a variety of ways. Author Kelly Phillips notes that a good pre-assessment should be quick, focused, checks for understanding before you teach, and should be utilized as student data and not for a grade (Phillips, 2018). All twenty-three participants offered a topic or more that they would be interested in learning more about. Each of these topics, among many others, could be developed into its own webinar, and then further data on its effectiveness could be examined.

Education is continually evolving. As time progresses, new demands for the tutor and the student may arise. As a result of the Covid -19 pandemic, a considerable shift from physical to digital learning environments was essential to maintain educational continuity. This trend is expected to continue to flourish over the next few years. In an article looking at the future, the author noted, “Experts believe that by 2050, 90% of people worldwide will have access to

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broadband internet. This will significantly affect future learning as almost 9 billion people could potentially participate in futuristic learning. There will undoubtedly be changes beyond academics in the digital footprints that schools, from elementary to college, will offer. Less time will be spent in physical classrooms, and more will be spent online in the future of education. This will inevitably lead to a shift in the delivery of services like textbooks, tech support, course materials, and career counseling from physical to digital” (Ohiri, 2022, para. 10-11). The flexibility and universal access of the professional development webinar model ensures that it can be adapted and utilized for many years to come.

No matter what types of changes occur in the future, our mission as researchers and educators remains the same: to reach our students in as many aspects of their lives as possible.

Author, Founder, and CEO of Genius Group, James Hamilton, advises:

“It is up to us as changemakers and participants in the education and leadership sectors to ensure that, with each technological and pedagogical advance we make toward a new revolution, we are seeing the whole, global picture and encouraging a new generation of leaders to tackle the world’s nuanced social, economic, and environmental issues”

(Hamilton, 2021, para. 7).

In addition, the study population and sample size could be expanded. This study took place within one chosen district in Florida. The expansion of the population to state, national, or even international levels would provide a critical source of data for improving knowledge about professional development and how it relates to tutoring services or programs. Increasing the sample size would also increase the stability and validity of the results.

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### Summary

Chapter V has described the conclusion of the study. It details the results of each research question and discusses the results of this study. The implications for practice and recommendations for further research were also discussed.

The economic impacts and trauma of the COVID-19 Pandemic will continue to create opportunity gaps that will only become more pronounced with time. Kuhfield and Tarasawa (2020) describe that the economic impacts and trauma will be felt for years to come. Schools across the nation often refer to the *COVID-19 slide* as *COVID slide*, which is comparable to the *summer slide*, which is learning loss typical during the summer. Kuhfield and Tarasawa (2020) forecasted that “preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and, in some grades, nearly a full year behind what we would observe in normal conditions” (p. 2). The researcher decided to investigate tutoring as a possible solution. Professional tutors require ongoing professional development to succeed.

If research reveals that tutoring substantially influences learning gains and student motivation across all grade levels, then it is essential that professional tutors are provided with successful professional development on an ongoing basis (Time, 2022). According to Wasik and Salvin (United States Department of Education, 2001), a study was conducted that investigated two groups of students participating in a structured tutoring program. It was found that when tutors actively participated in ongoing training, their students outperformed the students of tutors who did not participate in training. Students who make learning gains are directly linked to the

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increase in instructional time and the quality of the instruction (United States Department of Education, 2001). Most professional development programs are put together by administrators or school districts, and teachers in traditional brick-and-mortar settings have access to these programs. Even fewer professional development opportunities are available to tutors who work independently or for private companies. To address this need, the proposed program offered free, flexible, and on-demand training opportunities to participants from all job types. The researcher's program aimed to increase student engagement by incorporating classroom management, small group teaching strategies, and skills-based learning activities. In order to present the information, the researcher utilized a professional development webinar. Professional tutors were presented with a pre-survey and a post-survey during implementation.

The researcher found that the webinars created correlated with the participants' perceptions of what they considered effective components that professional development webinars should contain. The data revealed that the webinars created by the researcher not only included the top three components from the pre-survey but also included two more components that participants approved of. Clearly, these perceptions show that tutors were interested in providing their feelings about effective components that make up professional development webinars. They strongly agreed that the researcher-created webinars were beneficial to their practice.

The data revealed that the webinar on classroom management, created by the researcher, allowed for immediate and useful application and utilized modeling and models of effective practice. The feedback from the participants also shows that the webinars did benefit their practice. The topics that the participants found the most beneficial were rules and procedures,

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clear expectations, and Harry Wong's strategy of "Give Me Five". This data and feedback illustrate the need for this type of professional development currently exists and could be continued as an ongoing program in the future.

The data disclosed that the webinar on student engagement, created by the researcher, was content driven, allowed for immediate and useful application, and utilized modeling and models of effective practice. The feedback from the participants also showed that the webinars did benefit their practice. The participants found the most beneficial topics were the SLANT/STAR strategy, pre-assessment, and differentiation. This data and feedback continue to illustrate the need for this type of professional development currently exists and could be continued as an ongoing program in the future.

The researcher has concluded that the free, pre-recorded professional development webinars were relevant, applicable, and contained useful information on the subjects of classroom management and student engagement. The webinars were of great interest to professional tutors, and their responses showed that the information and strategies were valuable and improved their practice.



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**Appendix A: Pre-survey to Facebook Post Text**

My name is Kimberly Moore, and I am currently in the dissertation phase of my educational doctorate and am seeking recommendations for my study concerning your experiences of the required professional development for applying classroom management techniques and small group teaching strategies to increase student engagement. I have been approved to conduct this study by the university I am attending and to contact participants.

The research I am conducting will help shape the necessary components of professional development webinars on the topics mentioned above. The research will also invoke surveying professional tutors who serve Pre-kindergarten through 12 grade. This will be conducted through two online questionnaires collecting anonymous responses. The first survey will be open for one-week and participants will need to create a 4-digit identifier due to maintaining pre and post-survey consistency. Within one week after the closing of the pre-survey, two webinars will be posted in this Facebook group, along with a post-survey that will measure the benefits, applicability of the information, and topics used in the webinars.

Participation in this survey is voluntary. Participants may exit without penalty at any time.

Please help me accomplish my study by completing my survey. It will take approximately 20 - 25 minutes.

Thank you for your time and responses!

Appendix B: Pre-survey Facebook Flyer

 **Dissertation Survey**

## Getting our Tutors Back on Track!

This study will investigate the need for professional development webinars that focus on applying classroom management techniques and small-group teaching strategies to increase student engagement.

### Study Participation Includes:

- Pre-Survey via Google Forms (20-25 min)
- 2 Pre-recorded Webinars (30 min each)
  - Classroom Management
  - Student Engagement
- Post- Survey via Google Forms (20-25 min)

### Qualifications Required:

- Full-time Tutors
- Pre-K through 12th-grade level
- Minimum of one year of instructional experience
- Interest in training and professional development



**If you have questions, feel free to contact me!**

**Kimberly Moore  
(Researcher)**  
[Kmoore6@email.lynn.edu](mailto:Kmoore6@email.lynn.edu)

**Scan the QR Code below to start the survey!**



**This Pre-survey will be open for one week.**

**Appendix C: Post-survey Facebook Post Text**

My name is Kimberly Moore, and I am currently in the dissertation phase of my educational doctorate and am seeking recommendations for my study concerning your experiences of the required professional development for applying classroom management techniques and small group teaching strategies to increase student engagement. I have been approved to conduct this study by the university I am attending and to contact participants.

The research I am conducting will help shape the necessary components of professional development webinars on the topics mentioned above. The research will also involve surveying professional tutors who serve Pre-kindergarten through 12 grade. The first survey was posted in this group for one-week and participants should have created a 4-digit identifier due to maintaining pre and post-survey consistency. If you did not create a 4-digit identifier, you may still view the webinars and answer the post-survey anonymously. I do ask that you view the two webinars posted along with this post-survey so that I will be able to measure the benefits, applicability of the information, and topics used in the webinars. This post-survey will be available for one week from today.

Participation in this survey is voluntary. Participants may exit without penalty at any time.

Please help me accomplish my study by completing my survey. It will take approximately 20 - 25 minutes.

Thank you for your time and responses!



Appendix D: Post-survey Facebook Flyer



## Getting our Tutors Back on Track!

This study will investigate the need for professional development webinars that focus on applying classroom management techniques and small-group teaching strategies to increase student engagement.



### Study Participation Includes:

- Pre-Survey via Google Forms (20-25 min)
- 2 Pre-recorded Webinars (30 min each)
  - Classroom Management
  - Student Engagement
- Post-Survey via Google Forms (20-25 min)

### Qualifications Required:

- Full-time Tutors
- Pre-K through 12th-grade level
- Minimum of one year of instructional experience
- Interest in training and professional development

If you have questions, feel  
free to contact me!

**Kimberly Moore**  
(Researcher)

[Kmoore6@email.lynn.edu](mailto:Kmoore6@email.lynn.edu)



Scan the QR Code below  
to start the survey!



This Post-survey will be open  
for one week.

**Appendix E: Informed Consent**

Dear Participant,

The following information is provided for you to decide whether you wish to participate in the present study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting the relationship with the researcher or the study.

The purpose of this study is to examine if tutors receiving professional development pre-recorded webinars in the implementation of classroom management techniques and creative small group teaching strategies will increase student engagement. This study will also include an examination to determine if the implementation of professional development pre-recorded webinars will increase tutors' level of efficacy in the areas of classroom management and student engagement.

The information gathered from this survey will assist the researcher in the creation of professional development pre-recorded webinars. After the survey is conducted, you may be contacted to review the information you provided on the survey form for accuracy. Participating in this survey will have minimal risks, such as possibly feeling uncomfortable or anxious if certain areas are discussed. At any time, you may stop the survey and choose not to participate. The survey data will be destroyed. Choosing not to participate will not affect your employment with your institution. This survey does not have any benefits; however, you may enjoy the knowledge that you are helping to build a professional development program that may benefit more tutors in the future.

Do not hesitate to ask any questions about the study before, during, or after participating in the surveys or the webinars. I will be happy to share my findings with you after the research is

## GETTING OUR TUTORS BACK

completed. The researcher will know your identity as a participant; however, your name will not be associated with the research findings in any way. Instead, you will be given a pseudonym, such as Participant #1, Participant #2, etc.

Please sign your consent with full knowledge of the nature and purpose of the study. A copy of this consent form will be given to you to keep.

Thank you for your participation,

Kimberly N. Moore

Researcher

Lynn University

[Kmoore6@email.lynn.edu](mailto:Kmoore6@email.lynn.edu)



Dr. Brittany Kiser

Chair

Lynn University

[BKiser@Lynn.edu](mailto:BKiser@Lynn.edu)

Dr. Jennifer Lesh

Chair of the IRB

Lynn University

[Jlesh@lynn.edu](mailto:Jlesh@lynn.edu)

## GETTING OUR TUTORS BACK

For any questions regarding your rights as a research participant, you may call Dr. Jennifer Lesh, Chair of the Lynn University Institutional Review Board for Protection of Human Subjects, at 561-373-9082 ; email: [Jlesh@lynn.edu](mailto:Jlesh@lynn.edu)

### Documentation of Informed Consent

I have had an opportunity to read the consent form and have the research study explained. I have had an opportunity to ask questions about the research project and my questions have been answered. I am prepared to participate in the research study described above.

By clicking “I agree” below, you are consenting to participate in the study, and confirm that you are over the age of 18. By clicking “I disagree”, you will have access to the webinars, but confirm that you will not be able to participate in the survey.

Appendix F: Pre-survey



## Consent Page

Dear Participant,

The following information is provided for you to decide whether you wish to participate in the present study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting the relationship with the researcher or the study.

The purpose of this study is to examine if tutors receiving professional development pre-recorded webinars in the implementation of classroom management techniques and creative extension strategies will increase student engagement. This study will also include an examination to determine if the implementation of professional development pre-recorded webinars will increase tutors' level of efficacy in the areas of classroom management and student engagement.


## GETTING OUR TUTORS BACK

The information gathered from this survey will assist the researcher in the creation of professional development pre-recorded webinars. After the survey is conducted, you may be contacted to review the information you provided on the survey form for accuracy. Participating in this survey will have minimal risks, such as possibly feeling uncomfortable or anxious if certain areas are discussed. At any time, you may stop the survey and choose not to participate. The survey data will be destroyed. Choosing not to participate will not affect your employment with your institution. This survey does not have any benefits; however, you may enjoy the knowledge that you are helping to build a professional development program that may benefit more teachers and tutors in the future.

Do not hesitate to ask any questions about the study before, during, or after participating in the surveys or the webinar. I will be happy to share my findings with you after the research is completed. The researcher will know your identity as a participant; however, your name will not be associated with the research findings in any way. Instead, you will be given a pseudonym, such as Participant #1, Participant #2, etc.

Please sign your consent with full knowledge of the nature and purpose of the study. A copy of this consent form will be given to you to keep.

Thank you for your participation,  
Kimberly N. Moore  
Researcher  
Lynn University  
[Kmoore6@email.lynn.edu](mailto:Kmoore6@email.lynn.edu)



## GETTING OUR TUTORS BACK

Dr. Brittany Kiser  
Chair  
Lynn University  
Bkiser@lynn.edu

Dr. Jennifer Lesh  
Chair of the IRB  
Lynn University  
Jlesh@lynn.edu

For any questions regarding your rights as a research participant, you may call Dr. Jennifer Lesh, Chair of the Lynn University Institutional Review Board for Protection of Human Subjects, at 561-373-9082 ; email: Jlesh@lynn.edu

### Documentation of Informed Consent

I have had an opportunity to read the consent form and have the research study explained. I have had an opportunity to ask questions about the research project and my questions have been answered. I am prepared to participate in the research study described above.

By clicking "I agree" below, you are consenting to participate in the study, and confirm that you are over the age of 18. By clicking "I disagree", you will have access to the webinars, but confirm that you will not be able to participate in the survey.

By clicking "Agree" I am consenting to participate in the study. \*

Agree

Disagree

## GETTING OUR TUTORS BACK

### Survey Questions

The educator information is optional, but the answers to these questions would be helpful in my dissertation study.

What sector of the education system are you in? \*

- Teacher
- Tutor
- Both
- Other: \_\_\_\_\_

Which school district do you currently work in? (Please type out the full name of the school district.) \*

Your answer \_\_\_\_\_



## GETTING OUR TUTORS BACK

How long have you been teaching? Please include years of experience and subjects taught. \*

Your answer \_\_\_\_\_

What level do you currently teach? \*

Elementary

Middle

High

Other: \_\_\_\_\_

Please create your own 4-digit code that will act as your identifier. The code will be unique to each person, but will not contain any identifiable information. The code will only be used to match up the pre and post survey responses. \*Please write this 4-digit code down as there is no way to look this information up in a database and you will need the code in order to complete post-survey. \*

Your answer \_\_\_\_\_

# Survey



After reading each question rate each question as follows:  
(1) Strongly Disagree, (2) Disagree, (3) Neither Disagree or Agree, (4) Agree, (5) Strongly Agree.

On a scale from 1 to 5, rate the following components of effective professional webinars for tutors and teachers:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Uses models and modeling of effective practice. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

## GETTING OUR TUTORS BACK

Is content-focused. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Accessed at any time/date. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

⋮

Includes reflection and discussion. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

## GETTING OUR TUTORS BACK

Supports collaboration, typically in job-embedded contexts. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

---

Provides coaching and expert support. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

---

Is of sustained duration. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

---

Allows for immediate and useful application. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

---

Includes active learning. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

## Questions- Extended Response



The following few questions are extended responses. Please feel free to write as much as you like.

Which topics of student engagement would you find the most beneficial to learn more about to improve your own practice? \*

Long answer text

Which topics of classroom management would you find the most beneficial to learn more about to improve your own practice? \*

Long answer text

What do you believe are the top three components of an effective professional webinar for tutors and teachers? \*

Long answer text



Do you have any other comments, questions, or concerns?

Long answer text

Appendix G: Post-survey



## Consent Page

Dear Participant,

The following information is provided for you to decide whether you wish to participate in the present study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting the relationship with the researcher or the study.

The purpose of this study is to examine if tutors receiving professional development pre-recorded webinars in the implementation of classroom management techniques and creative extension strategies will increase student engagement. This study will also include an examination to determine if the implementation of professional development pre-recorded webinars will increase tutors' level of efficacy in the areas of classroom management and student engagement.

## GETTING OUR TUTORS BACK

The information gathered from this survey will assist the researcher in the creation of professional development pre-recorded webinars. After the survey is conducted, you may be contacted to review the information you provided on the survey form for accuracy. Participating in this survey will have minimal risks, such as possibly feeling uncomfortable or anxious if certain areas are discussed. At any time, you may stop the survey and choose not to participate. The survey data will be destroyed. Choosing not to participate will not affect your employment with your institution. This survey does not have any benefits; however, you may enjoy the knowledge that you are helping to build a professional development program that may benefit more teachers and tutors in the future.

Do not hesitate to ask any questions about the study before, during, or after participating in the surveys or the webinar. I will be happy to share my findings with you after the research is completed. The researcher will know your identity as a participant; however, your name will not be associated with the research findings in any way. Instead, you will be given a pseudonym, such as Participant #1, Participant #2, etc.

Please sign your consent with full knowledge of the nature and purpose of the study. A copy of this consent form will be given to you to keep.

Thank you for your participation,  
Kimberly N. Moore  
Researcher  
Lynn University  
[Kmoore6@email.lynn.edu](mailto:Kmoore6@email.lynn.edu)



## GETTING OUR TUTORS BACK

Dr. Brittany Kiser  
Chair  
Lynn University  
BKiser@Lynn.edu

Dr. Jennifer Lesh  
Chair of the IRB  
Lynn University  
Jlesh@lynn.edu

For any questions regarding your rights as a research participant, you may call Dr. Jennifer Lesh, Chair of the Lynn University Institutional Review Board for Protection of Human Subjects, at 561-373-9082 ; email: Jlesh@lynn.edu

### Documentation of Informed Consent

I have had an opportunity to read the consent form and have the research study explained. I have had an opportunity to ask questions about the research project and my questions have been answered. I am prepared to participate in the research study described above.

By clicking "I agree" below, you are consenting to participate in the study, and confirm that you are over the age of 18. By clicking "I disagree", you will have access to the webinars, but confirm that you will not be able to participate in the survey.

By clicking "Agree" I am consenting to participate in the study. \*

- Agree
- Disagree



## GETTING OUR TUTORS BACK

### Survey Questions

The educator information is optional, but the answers to these questions would be helpful in my dissertation study.

What sector of the education system are you in? \*

Teacher

Tutor

Both

Other: \_\_\_\_\_

Which school district do you currently work in? (Please type out the full name of the school district.) \*

Your answer \_\_\_\_\_

## GETTING OUR TUTORS BACK

How long have you been teaching? Please include years of experience and subjects taught. \*

Your answer \_\_\_\_\_

What level do you currently teach? \*

Elementary

Middle

High

Other: \_\_\_\_\_

Did you complete the pre-survey that the researcher sent out? \*

Yes

No

## GETTING OUR TUTORS BACK

Please enter the 4-digit code that you created during the pre-survey. If you did not participate in the pre-survey, Please type N/A. \*

Your answer

---

---

Which webinar(s) were effective for tutors? \*

- Webinar 1 on classroom management
- Webinar 2 on student engagement
- Both
- Neither

---

Did the webinar on classroom management benefit and improve your practice? \*

- Yes
- No

## GETTING OUR TUTORS BACK

### Survey

After reading each question, rate the following components of effective professional development webinars for tutors that you experienced in the videos:

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

Used models and modeling of effective practice. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

## GETTING OUR TUTORS BACK

Was content-focused. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Accessed at any time/date. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Included reflection and discussion. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

## GETTING OUR TUTORS BACK

Supported collaboration, typically in job-embedded contexts. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Provided coaching and expert support. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Was of sustained duration. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

## GETTING OUR TUTORS BACK

Allowed for immediate and useful application. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Included active learning. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

## GETTING OUR TUTORS BACK

### Questions- Extended Response

The following few questions are extended responses. Please feel free to write as much as you like.

Please explain how the webinar on classroom management benefitted and improved your practice. If it did not, please explain. \*

Your answer

---

Please explain how the webinar on student engagement benefitted and improved your practice. If it did not, please explain. \*

Your answer

---



## GETTING OUR TUTORS BACK

Which classroom management topics did you find the most beneficial to learn about to improve your practice? \*

Your answer

---

Which topics of student engagement did you find the most beneficial to learn about to improve your practice? \*

Your answer

---

If this webinar series were to continue, What topics would you like to see in future modules? \*

Your answer

---

Do you have any other comments, questions, or concerns?

Your answer

---

**Appendix H: Webinar Outlines**

Webinar One - Classroom Management

- I. Introduction
  - A. What is Classroom Management?
  - B. Why is Classroom Management Important?
- II. Research-Based Strategies
  - A. Marzano (2005, 2010)
    - 1. Rules
    - 2. Expectations
  - B. Harry Wong (1991, 2012, 2018)
    - 1. Procedures
    - 2. Routines
    - 3. Four Main Elements of Classroom Management
  - C. Carol Ann Tomlinson (2010, 2014)
- III. Essential Tools
  - A. Clear Expectations
  - B. Student Engagement
  - C. Strong Classroom Presence
  - D. Task-Oriented Procedure for Lessons
- IV. Closing
  - A. If you have any questions, please contact the researcher.

## GETTING OUR TUTORS BACK

### Webinar Two - Student Engagement

- I. Introduction
- II. What is Student Engagement?
- III. Why is Student Engagement Important?
- IV. Research-Based Strategies
  - A. Doug Lemov(2010, 2021)
  - B. Carol Ann Tomlinson (2010, 2014)
- V. Small Group Instruction
  - A. What is Small Group Instruction?
  - B. Why is Small Group Instruction Important?
- VII. Research-Based Strategies
  - A. Marzano, et. al. (2015)
  - B. Tomlinson (2020)
- VII. Closing
  - A. If you have any questions, please contact the researcher.

## GETTING OUR TUTORS BACK

### **Appendix I: Links to Webinar Videos**

The links below lead to each of the professional development webinars created by the researcher:

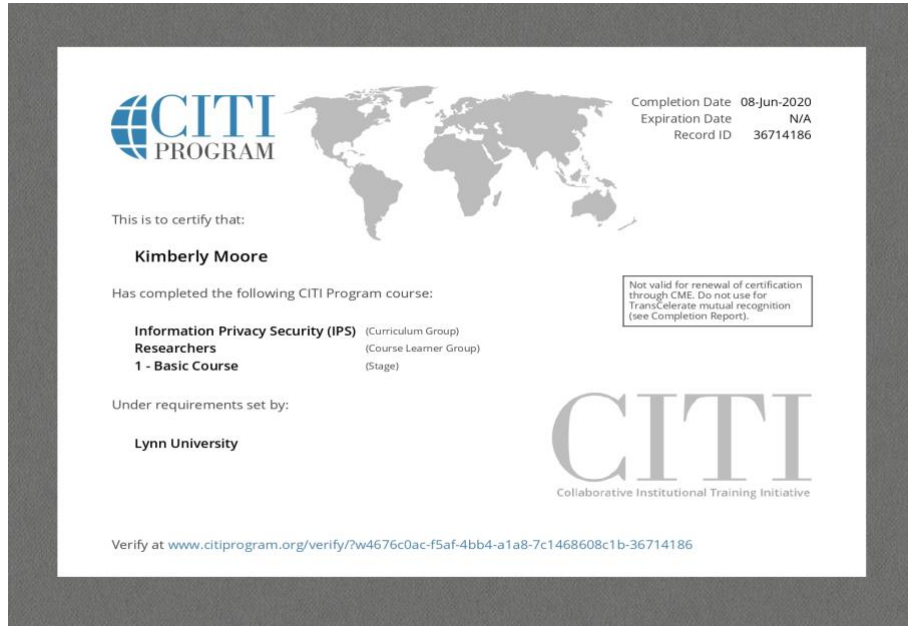
Webinar one on Classroom Management: <https://youtu.be/8ybae9L293E>

Webinar two on Student Engagement: <https://youtu.be/W8iHYQN3zGw>

# GETTING OUR TUTORS BACK


## Appendix J: CITI Program Certificates

The images below are included as proof that the researcher has completed the CITI Training: Protecting Human Subjects programs. These programs were completed on June 9, 2020, as part of the coursework in EDU 706-A at Lynn University.



## GETTING OUR TUTORS BACK

# GETTING OUR TUTORS BACK



Completion Date 09-Jun-2020  
Expiration Date 09-Jun-2023  
Record ID 36714187

This is to certify that:

**Kimberly Moore**

Has completed the following CITI Program course:

**Social and Behavioral Responsible Conduct of Research** (Curriculum Group)  
**Social and Behavioral Responsible Conduct of Research** (Course Learner Group)  
**1 - RCR** (Stage)

Under requirements set by:

**Lynn University**

Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report).

**CITI**  
Collaborative Institutional Training Initiative

Verify at [www.citiprogram.org/verify/?wf883d455-cf41-4248-8eed-08dba6559a4b-36714187](http://www.citiprogram.org/verify/?wf883d455-cf41-4248-8eed-08dba6559a4b-36714187)



Completion Date 09-Jun-2020  
Expiration Date 09-Jun-2023  
Record ID 36714185

This is to certify that:

**Kimberly Moore**

Has completed the following CITI Program course:

**Social & Behavioral Research - Basic/Refresher** (Curriculum Group)  
**Social & Behavioral Research** (Course Learner Group)  
**1 - Basic Course** (Stage)

Under requirements set by:

**Lynn University**

Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report).

**CITI**  
Collaborative Institutional Training Initiative

Verify at [www.citiprogram.org/verify/?w60247b20-cc25-4c67-b180-d53e37335d5f-36714185](http://www.citiprogram.org/verify/?w60247b20-cc25-4c67-b180-d53e37335d5f-36714185)

**Appendix K: IRB Approval**



**Institutional Review Board**  
3601 North Military Trail  
Boca Raton, FL 33433  
T: 561-237-7012  
561-237-7000 | lynn.edu  
Jennifer J. Lesh, Ph.D., IRB Chair

**DATE: 11/16/2022**  
**TO: Kimberly Moore**  
**FROM: Jennifer Lesh**  
**PROJECT NUMBER: 22.05**  
**PROTOCOL TITLE: *Getting Our Tutors Back on Track: An Examination of the Perceptions of Small Group Instruction, Engagement Strategies, and Professional Development Required***

**PROJECT TYPE: New Project**  
**REVIEW TYPE: Expedited Review**  
**ACTION: APPROVED**  
**APPROVAL DATE: 11/16/2022**  
**EXPIRATION DATE: 11/15/2023**

Thank you for your submission for this research study. The Lynn University IRB has APPROVED your NEW Project. This approval is in accordance with 45 CFR §46.111 Criteria for IRB approval of research. All research must be conducted in accordance with this approved submission.

It is important that you retain this letter for your records and present upon request to necessary parties.

- This approval is valid for one year. **IRB Form 4: Application to Continue (Renew) a Previously Approved Project** will be required prior to the expiration date if this project continues beyond one year.
- Please note that any revision to previously approved materials or procedures must be approved by the IRB29 before it is initiated. Please submit **IRB Form 5 Application for Procedural Revisions of or Changes in Research Protocol and/or Informed Consent Form 1 of a Previously Approved Project** for this procedure.
- All serious and unexpected adverse events must be reported to the IRB. Please use **IRB Form 6 Report of Unexpected Adverse Event, Serious Injury or Death** for this procedure.
- At the completion of your data collection, please submit **IRB Form 8 IRB Report of Termination of Project**.

If you have any questions or comments about this correspondence, please contact the chair of the Lynn University IRB, Jennifer Lesh (jlesh@lynn.edu).

*Dr. Jennifer J. Lesh, Institutional Review Board Chair*  
Institutional Review Board  
Lynn University  
3601 North Military Trail  
Boca Raton, FL 33433  
T: 561-237-7012