"Helping a Child for an Hour"

A Mixed Methods Exploration of K-12 Tutor Perspectives

by

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DEDICATION

This dissertation is dedicated to the educators who work tirelessly and selflessly to support students at any level. Your intrepid perseverance is inspiring. And to all members of my past, present, and future family; biological, academic, chosen, fur, and otherwise. You are my sounding board, my guiding light, and my village. Without the contributions from each and every one of you, this work has no purpose.

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ABSTRACT

Tutoring is often touted as a way to overcome shortcomings of classroom instruction, either as a way to remedy unfinished learning or to provide additional instruction for students who are more advanced. There is evidence across different subject areas that tutoring can be effective in promoting student learning. Because the basic decisions about tutoring are made by tutors rather than those being tutored, this dissertation focuses on understanding the important thinking and the work of tutors. Through Self Determination Theory, Attribution Theory, and Goal Orientation, this dissertation uses a quantitatively driven mixed methods study with an explanatory sequential design with the point of interface during the interpretation phase of the study to examine the following questions: **(1)** What are the goals and motivations of K-12 tutors? How do goals and motivations vary by status (paid versus volunteer tutors), experience (how long someone has tutored), and tutoring context (in-person versus virtual tutoring)? **(2)** How do K-12 tutors understand the obstacles and successes of tutoring? Does this understanding vary by status (paid versus volunteer tutors), experience (how long someone has tutored), and tutoring context? **(3)** How do tutors describe specific instances of their goals, motivations, success, and suggestions for overcoming challenges they encounter in their tutoring? Does this understanding vary by status (paid versus volunteer tutors), experience (how long someone has tutored), and tutoring context?

I reviewed contemporary literature to put the current situation in context, collected quantitative survey data from tutors (N = 211) to understand their conceptualizations of tutoring, and conducted semi-structured interviews with tutors (N = 13) to collect qualitative

data to shed light on current practices and perceived obstacles to effective implementation. Using a mixed methods approach provides a broad understanding of how and why different tutors conceptualize their practice and in-depth knowledge about tutoring experiences, including suggestions for improvement. Understanding these perceptions is especially important due to the recent increase in attention to tutoring and expansion of tutoring programs as a consequence of the COVID-19 pandemic, which has created a tremendous disruption for education, revealing and exacerbating educational inequities that harm low-income K-12 students. This work will help identify future directions for tutoring, offer insight into how to implement effective tutoring programs on a wider scale, and offer considerations for tutor recruitment, training, and retention efforts.

CHAPTER I

Understanding Tutoring & Perspectives of Tutors

"Tutoring is one of the most rewarding things a person can do. Simply sharing knowledge is never difficult yet it makes the world a much better place."

~K-12 Volunteer Tutor

Dissertation Studies: Overview

The goal of this dissertation is to provide a better understanding of the thinking and work of tutors, focusing on their perspectives on this work. This involves understanding what motivates tutors, how they determine their goals, unpacking their attributions and successes, and revealing how these differ by status and experience of the tutors. The current work aims to establish a holistic understanding of tutoring programs from the perspective of tutors in order to move toward ideas that may help narrow equity and access gaps. This work aims to understand goals and motivations of current tutors, how they describe and overcome obstacles they encounter in their tutoring and explore the nuance of individual tutoring experiences.

Much of the previous literature focused on tutoring has examined student experience and outcomes. This has left us with little understanding of who tutors are as individuals, and how their backgrounds and experiences inform the kind of tutoring they provide. The current research aims to explore tutor perspectives and conceptualizations about their practices. I will

first present a survey of how tutors understand their practices, and how that understanding varies by tutoring type (paid versus unpaid), background (how many years someone has tutored), and context (in-person versus virtual tutoring). Then I will report a qualitative study based on more in-depth interviews with tutors to understand the nuance of their perspectives to think about what works, what does not, and suggestions for future tutoring directions and initiatives.

The research questions that guide the current dissertation are: **(1)** What are the goals and motivations of K-12 tutors? How do goals and motivations vary by status (paid versus volunteer tutors), experience (how long someone has tutored), and context (where someone is tutoring)? **(2)** How do K-12 tutors understand the obstacles and successes of tutoring? How do these attributions vary by status (paid versus volunteer tutors), experience (how long someone has tutored), and context (where someone is tutoring)? **(3)** How do tutors describe specific instances of their goals, motivations, success, and suggestions for overcoming challenges they encounter in their tutoring? How do these suggestions vary by status (paid versus volunteer tutors), experience (how long someone has tutored), and context (where someone is tutoring)?

These important ideas from the tutors will provide valuable perspectives from the tutors about what makes tutoring work well, what is not so effective, and what might be done to better support the unfinished learning of students, particularly at this very unique juncture in education. These ideas may help to develop strategies to support high quality tutor preparation, recruitment, and training, and ensure students are receiving effective tutoring to support unfinished learning. Integrating the important quantitative experiences and understanding the deep qualitative experiences of the tutors who are engaged in these efforts

can provide insightful perspectives about what it means to be a K-12 tutor. By answering these questions using mixed methods, we may be able to identify future directions for tutoring, offer insight into how to implement effective tutoring programs on a wider scale, prevent tutor burnout, and help with identifying promising strategies for tutor recruitment and retention.

Why Mixed Methods?

Mixed Methods involves the purposeful and rigorous integration of both quantitative and qualitative data collection, analysis, interpretation, and reporting (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). Drawing on strengths of both approaches, this method allows researchers to explore complex relationships "that exist between the intricate layers of our multifaceted research questions" (Shorten & Smith, 2017, p. 74). This approach is becoming increasingly popular to answer multifarious problems, particularly in social issues, to legitimize knowledge claims from multiple perspectives, and to "avoid methodological bias in order to better understand the reality of the phenomenon being investigated" (Subedi, 2016, p. 571). Using mixed methods is helpful when approaching or addressing a research question that neither quantitative nor qualitative methods could address alone (Creswell & Plano Clark, 2011). Mixed methods research is particularly well-suited for addressing research questions related to education, such as with the current work, but implementing mixed methods designs is complex and requires careful consideration (Creswell & Plano Clark, 2011; Subedi, 2016). To ensure I have created a carefully and intentionally designed and executed mixed methods study, I have considered the design, sequencing, interface, and interpretation phases, procedures, and products, all of which are described below.

Design

For this dissertation, I have selected a quantitively-driven explanatory sequential design. In other words, this design starts with the collection and analysis of quantitative data. This first phase is followed by the subsequent collection and analysis of qualitative data. Next, the qualitative phase of the study is designed so that it follows from (or connects to) the results of the first quantitative phase. Creswell & Plano Clark, 2011). The first study of this dissertation is an exploratory analysis for group differences and similarities using survey data that is quantitively represented. This is sequentially followed in the next study using semi-structured interviews with participants to reveal more about the nuance of their qualitative perspectives and experiences.

This explanatory sequential design is particularly well-suited for a study in "which a researcher needs qualitative data to explain significant (or nonsignificant) results, outlier results, or surprising results" (Morse, 1991 in Creswell, 2011). Specifically, I have selected a quantitively driven sequential explanatory design with the point of interface, where quantitative and qualitative are brought together for sense-making, is at the interpretation phase, or where meaning is derived from the two phases. This means I begin my dissertation with a quantitative study to understand the phenomena of interest from an exploratory perspective, follow up with qualitative exploration, and connect and interpret qualitative plus quantitative data between the two phases at the immediate stage after study (Creswell & Plano Clark, 2011). This design is particularly advantageous for increasing knowledge of a specific area of study, as with present body of work.

Phases, Procedures, and Products

To understand how the current work maps onto a model of the explanatory design utilized, a model of the phases, procedures, and products for visual representation is provided in Figure 1.1. This figure is adapted from the process figure established by Subedi (2016) based on the ideas tabulated from holistic representations of explanatory designs. Phase one consist of quantitative data collection. In this phase, an online survey was used to understand K-12 tutors reflections about their own experiences. The product from the survey included numeric data and some open-ended survey responses, which were considered qualitative at the point of data collection. Those qualitative data points from the survey were later coded as numeric, thus, for the purposes of this phase, the survey data collected is considered only numeric. After data collection, in phase two, data were analyzed using descriptive and inferential statistics. This provided a meaningfulness measure of tutor goals, motivations, attributions, and successes (the dependent variables). Moreover, I aimed to understand how each of these dependent variables varied based on the independent variables measured, which include: tutor status, experience, and context. I measured sameness using correlations and differences using chi-square analysis. Importantly, I approached this without any directional hypotheses. Because the nature of the quantitative study is exploratory, I expect to find similarities and differences between groups, but do not anticipate those group similarities or differences will exist in a particular direction.

In phase three, quantitative and qualitative data were connected to create a semi-structured interview protocol and to use purposeful sampling to recruit participants for qualitative data collection. The product in this phase was the creation of the semi-structured interview protocol to be used in the qualitative study. Phase four consisted of qualitative data collection. Here, semi-structured interviews were conducted with 13 K-12 tutors. Interviews

were recorded, transcribed, and validated using member checking. The product was textual data in the form of interview transcripts. Phase five consisted of qualitative data analysis, which procedurally involved primarily deductive thematic analysis. Codes and themes were established, a codebook was created, and final themes were created to represent participant data. In the final phase, phase six, qualitative and quantitative data were integrated at the point of interface for holistic sense-making of the entire mixed methods study. Procedurally, these data were interpreted and explained, and a public artifact (infographic) was created. Additionally, a discussion and directions for future research was produced.

The exploratory approach to this study is modeled after the 5 Ws of journalism, which aims to gather basic information across multiple levels with the goal of solving a particular problem. This method of inquiry is often attributed to Hermagoras of Temnos, who was regarded as an early teacher of rhetoric (Bennett, 2005). Historical accounts demonstrate that Hermagoras developed this five-part systematic approach to utilize rhetoric as a mechanism to engage in inquiry to solve a problem, particularly among scholars (Bennett, 2005; Hohmann, 1989). This approach is utilized to understand the goals, motivations, and attribution of blame of tutoring to uncover current tutor conceptualizations, and investigate how tutor conceptualizations, goals, and motivations may differ by tutoring status, and experience. By exploring the experience of tutors in two different ways (1. motivations and goals and 2. tutor successes and attributions), and examining these relationships against tutoring experience, I aim to establish a holistic understanding of the experience of tutors from the perspective of tutoring, including how this varies by tutor experience (time spent tutoring), status (volunteer versus paid tutors), and context (where the tutoring takes place). These perspectives are

imperative if we are to understand tutoring as it occurs, and not treat tutoring as though it occurs in a vacuum.

To summarize the entire mixed methods process, the current study uses a mixed methods sequential explanatory design, which includes two distinct phases: a quantitative phase followed by a quantitative phase (Creswell & Plano Clark, 2011). In this design, I first collect and exploratorily analyze the numeric survey data. Building on phase one, qualitative semi-structured interview data are then collected and analyzed using thematic analysis. This is done in two phases to help build and elaborate on the quantitative results. Then, quantitative, and qualitative are then connected at the point of interface to draw conclusions. The justification for this approach is to first provide a exploratory understanding of a formally unexplored research problem, and then probe deeper with qualitative data collection data and analysis (Creswell & Plano Clark, 2011). This dissertation presents a study of this design, beginning with an introduction that frames the problem for exploration in upcoming sections.

My Positionality

As I approach this work, it is important for me to be transparent about my positionality. When I conceptualized this dissertation, it was important for me to understand, research, and produce something with applied meaning that could be translated back to the audience with whom I interacted. This dissertation is a product of an intrinsic need to support students who were disproportionately impacted by the COVID-19 pandemic, further compounded by the fact that this dissertation was imagined, enacted, and completed throughout the pandemic. First, I began by being realistic and identifying the reality of these constraints. I then recognized that understanding and researching tutoring was an ideal way to

frame this work. To this end, it is also important to be transparent about my positionality on tutoring, and on education, more broadly.

I am the product of public K-12 education. I attended the same school district for all of my formative education years and underwent multiple school transitions by the time I graduated high school. Throughout my public-school education, I never experienced any kind of formal or informal tutoring, though I likely would have benefited from it. As a student, I learned how to "do school" very well, but often struggled to fully understand the application of concepts, ideas, or theories. As a white woman with multiple intersecting identities that impacted my educational development, I excelled on paper, but often felt behind. Throughout my K-12 experience, I often felt like a cog in an educational wheel, and if I continue to get ahead, I could beat the system. There were many things that were happening in my personal, physical, and external life that made school feel extraordinarily secondary. Part of my interest in education and the work that I now do through my research grew from my own experiences in education, including my work as a tutor.

As a former teacher, I developed a desire to further support students in the individual learning journeys. Initially, this student-centered approach to learning was through Project-based learning and shifted toward understanding tutoring when this became a more pressing issue during the pandemic. I first became a tutor around 2005, where I worked with students in elementary settings. In this role, I primarily tutored math and ELA. Since then, I have had many tutoring roles with many different organizations, all of which have been on a volunteer basis. My experiences as a tutor are my own and are not the same as the tutors who participated in this study. All of our experiences are distinctive, and this work seeks to understand the unique experiences of the tutors as they support students in their journeys.

Background & Introduction

Tutoring has been described as one of the oldest approaches to education, dating back to great teachers and thinkers including Socrates and Plato (Alesksandrovna et al., 2015; Mozolic & Shuster, 2016). While tutoring is not a new approach to education, our understanding of what tutoring is and why it matters has evolved considerably (McFarlane, 2016; Mozolic & Shuster, 2016). Tutoring was historically regarded as an approach to education utilized only for privileged and elite students, but now includes individualized efforts to address unfinished learning and foster the development of skills and confidence (Mozolic & Shuster, 2016).

As the understanding of what tutoring is has evolved, so have approaches to tutoring. There is considerable variation in how tutors implement tutoring and how they describe their work (Burch et al., 2016). Previous research has largely attended to the impact of tutoring on outcomes, perceptions, and conceptualizations of the student, but not considered the role and perceptions of those who are providing the tutoring (McFarlane, 2016). This is understandable, given that the goal of tutoring is to impact the person tutored. However, it should be noted that most of the important decisions about tutoring are made by tutors. If we are to identify and understand effective tutoring, it is important to understand how and why tutors make decisions about the tutoring they provide (Heinrich et al., 2014; Mozolic & Shuster, 2016).

Understanding tutoring has recently become a more urgent question. Schools across America were caught unprepared by the need to shut down face-to-face education in reaction to the COVID-19 pandemic (Storey & Slavin, 2020). In response, districts across the nation implemented varying levels of remote pedagogical instructional curriculum to meet the needs

of students, teachers, and families (Black et al., 2021; Kurt, 2020). Some educational researchers likened this pedagogical interruption to a more extreme version of the "summer slide," where long-term effects remain unknown, and the academic repercussions are uncertain (Kuhfeld et al., 2020; Nickow et al., 2020a).

Preliminary evidence suggests that among academic disciplines, proficiency in mathematics showed the greatest initial decline for students who have shifted to online learning environments (Nickow, 2020a; Kuhfeld et al., 2020). Early predictions indicate that K-12 students began the fall 2020 school year with only 37 to 50% of learning gains in mathematics, compared to a typical school year (Kuhfeld et al., 2020). A study evaluating the pedagogical implications of the suspension of face-to-face instruction of primary school students in the Netherlands revealed similar results. Evaluation of school performance data of approximately 350,000 students demonstrated pandemic-related learning loss that were "equivalent to one-fifth of a school year, the same period that schools remained closed. Losses are up to 60% larger among students from less-educated homes, confirming worries about the uneven toll of the pandemic on children and families" (Engzell et al., 2021, p. 1).

A recent analysis by the Education Policy Innovation Collaborative revealed that one in four elementary and middle school students in Michigan demonstrated no academic gains from fall 2020 to fall 2021, based on standardized test data (Levin & Lohman, 2022). This statistic, however, assumes that test-taking is unimpaired, which is most unlikely to be true, and should be considered through a critical lens. Moreover, research has demonstrated that the pandemic has created unfavorable social and psychological impacts for students, particularly those in already adverse situations (Golberstein et al., 2020). In a recent report about pandemic-related learning loss, Goldhaber and colleagues (2022) reported on the

disproportionate impacts of remote instruction on widening achievement gaps. The report examined data at the student-level from over two million students in almost all 50 states in 10,000 schools comparing pre- to post-pandemic learning (Goldhaber et al., 2022). Results of the report demonstrated that "high-poverty schools were more likely than others in the same district to stay remote throughout the 2020-21 school year; among all schools that stayed remote for longer, students at high-poverty schools showed much worse declines in math scores. They calculated that some school districts would have to spend every dollar of their federal COVID relief money on academic recovery efforts to have any hope of making up the lost ground" (Mahnken, 2022 on Goldhaber et al., 2022).

Most recently, a report by Kuhfeld and colleagues (2022) examined test score patterns across the three pandemic-impacted school years and revealed some alarming results. Tracking test score changes in math and reading for 5.4 million U.S. students (grades 3-8), results demonstrated "fall 2021 math test scores in grades 3-8 were .20-.27 standard deviations (SDs) lower relative to same-grade peers in fall 2019, while reading test scores decreased by .09-.18 SDs" (Kuhfeld et al., 2022, p. 1). Moreover, these academic declines were particularly salient for students in low- and high-poverty schools, where these gaps grew by .10-.20 standard deviations (Kuhfeld et al., 2022). These declines in performance and well-being may continue if a mitigation strategy is not implemented (Dorn et al., 2020; Herold, 2020). Performance and psychological declines have the potential to be even more problematic for minority and low-income students (Borman, 2020). These impacts could further group disparities by disproportionately impacting at-risk students, further widening pre-existing equity and access gaps (Borman et al., 2005). This may have long-term consequences, including lower graduation rates, reduced career retention, and decreased

lifetime earnings, particularly for low-income and minority students (Carlana, & La Ferrara, 2021, Dorn et al, 2020).

Tutoring has been identified as a promising pedagogical strategy to counteract declines to school performance, particularly for academically vulnerable populations (Ander et al., 2016; Gordon et al., 2004; Kraft & Goldstein, 2020; Slavin, 2020). Tutoring, whether it is provided by teachers, volunteers, parents, peers, or paraprofessionals, aims to supplement classroom instruction to support unfinished learning and improve learning efficiency (Dorn et al., 2020; Nickow et al., 2020a). While tutoring has many benefits, there are drawbacks that come along with successful implementation (Allen, 2016). One important consideration is cost. To date, little research has explored the costs associated with tutoring programs. One evaluation of a Chicago-based tutoring program estimated the cost to be $3,800 per student each year (Ander & Ludwig, 2016). Students who participated in the tutoring program increased their math test score by seven percentile point, and the authors further estimate that this could translate to an increase in adult earnings of $700 - $1,050 annually (Ander & Ludwig, 2016). While this represents only one cost estimate of the implementation of tutoring programs, there is a substantial range, including estimates of tutoring interventions up to $4,300 per student (Cook et al., 2015).

A recent estimate of the cost to scale tutoring for public schools predicted that "targeted approaches to scaling school-wide tutoring nationally, such as focusing on K-8 Title I schools, would cost between $5 and $15 billion annually" (Kraft & Falken, 2020, p. 1). As some school districts struggle to meet basic instructional needs, implementing large scale, expensive tutoring programs may be beyond their capabilities. One suggestion for ways to reduce tutoring costs has been to leverage the availability of volunteers and paraprofessionals,

however, research indicates that tutoring rendered from these groups is less effective than from certified teachers (Dorn et al., 2020; Nickow et al., 2020a).

This leads to the important consideration of lack of qualified personnel. As we face an unprecedented teacher shortage, with an estimated 1.5 million new teachers needed in the next decade to keep up with the increase in student enrollment (Wiggan et al., 2020), asking more of teachers may not be a sustainable solution. One mitigation strategy used by tutoring programs to combat the shortage of qualified and trained tutors has been to integrate teacher training programs and student teaching as part of tutoring programs (e.g., Cardona, 2021). In one example, teacher candidates utilized a community-engaged teaching opportunity and were accountable for lesson planning that integrated culturally responsive teaching. These teachers were regularly observed during their tutoring sessions and evaluated on their teaching by a trained observer. This strategy was mutually beneficial for the students who received the tutoring, and for the teachers in training, as they developed and refined their culturally relevant teaching approaches (Assaf & López, 2015). To combat the shortage of trained tutors, considering this approach on a wider scale might be one viable option.

Another important consideration in the successful implementation of tutoring programs is the fidelity of implementation. There are many ways tutoring can and has been implemented (Robinson et al., 2021). Although there is evidence concerning the overall efficacy of tutoring programs, there is also evidence pointing to the need to better understand and standardize the practice of tutoring (McFarlane, 2016; Ritter et al., 2009). It would be incorrect to treat tutoring as a “black box” applied in the same way to all learners. Tutors make myriad decisions about what and how to teach their students, and it is necessary to understand these choices if we are to identify and understand effective tutoring. In order to get

to this place, we must first understand what tutoring is, the history of tutoring, and how it has evolved as a practice, which are detailed in the sections that follow.

What is Tutoring?

School, as we currently know and define it, include classrooms, which are a modern, later invention. Tutoring, however, is considered to be one of the earliest pedagogical practices, with roots tracing back as far as the Ancient Greeks (Alesksandrovna et al., 2015). Through informal and unstructured educational methods and in a variety of settings, a teacher supported the learner with the common goal to improve understanding of a particular idea or subject. Often considered to be one of the most ancient methods, The Socratic Method itself is a form of tutoring. Through this technique, a strategy of questioning and critical thinking was utilized to help the learner to arrive at the correct answer (Nelson, 1980). Two different approaches to tutoring emerged in the Middle Ages largely predicated upon family's monetary status. Children of wealthy families were provided educational tutoring to excel in schooling, whereas children from less wealthy families received skill-based tutoring to learn apprentice-based skills and trades (Alesksandrovna et al., 2015). This approach to education centered the child in the experience, honored individual differences, and aimed to support the unique learning goals and processes of thinking (Gordon et al., 2004).

More formally, tutoring was introduced in university settings as early as the 11th century. In this context, tutors were regarded as such instrumental figures in the educational experience of their pupils that graduates often referenced only their tutors upon graduation, rather than the institute they attended (Alesksandrovna et al., 2015). Moreover, in some universities, such as Oxford, tutors resided in residence halls with students to be readily available to provide tutoring services at any time. This high regard for tutoring in these elite

settings made tutoring available only to those who sought out higher education and were among the most prominent and wealthy citizens. However, this dynamic shifted in 1179 when the Church developed an initiative to make education available to poor scholars of the church. This paved the way for official tutoring to take place on a wider scale for more citizens across more economic classes. As access to education grew and more students began attending college, it became equally important to help students succeed though initiatives such as tutoring. In small group learning sessions, a tutor met with one or two students to provide guided and high intensity instruction to support student learning (Antalffy, 2020). As tutoring grew on a wider scale, the focus of child-centered teaching and learning core features of the practice (Gordon et al., 2004). This approach to student education "helped him or her acquire a sense of individual responsibility for the betterment of society through his or her own personal contribution" (Gordon et al., 2004, p. 60).

During the eighteenth and early nineteenth centuries, private education from a tutor was a popular form of education for elite families in the U.S. north and south. The role of a tutor extended beyond academic support, and often involved caretaking for young children and teaching utilitarian skills, including crop sales and financial management (Hessinger, 2006). During this time, tutoring played a distinct role from that of an apprenticeship, as a tutor offered the support of additional skills including education and etiquette. Tutoring provided the opportunity for a child to explore their individual interests and foster development on an individual, child-centered basis (Gordon et al., 2004).

The introduction of free education for all was pivotal in the expansion of tutoring efforts as compulsory public education became more widespread. This important shift in the landscape of education changed the paradigm for how and where learning occurred, and what

was considered important. Rather than focusing on an individualized, student-centered approach to learning, the curriculum concept shifted the focus away from the child, and centered on mass education (Gordon et al., 2004). Tutoring remained an important component of teaching and learning, however, the focus shifted to supporting learning the curriculum being taught in schools, rather than exploring individual student-centered interests (Gordon et al., 2004). During the 1980s, there was a push, spearheaded by Bloom (1984) to more deeply consider the challenges and opportunities presented by tutoring, and better understand how to effectively scale tutoring. Soon thereafter, widespread tutoring initiatives (prompted by the No Child Left Behind legislation) aimed to support students in schools across America. However, these tutoring initiatives were met with some resistance, as budgetary concerns and impacts on learning were among some of the concerns highlighted (Nickow et al., 2020a). This gave rise to continued efforts to evaluate the effectiveness of tutoring programs, which has resulted in more empirical research focused on effects of tutoring, and systematic reviews examining overall effects of the literature.

What can past experience contribute to understanding and improving current K-12 tutoring programs? What have we learned about what makes tutoring effective? How do we scale these programs in ways that are effective, equitable, and sustainable? As we find ourselves at a juncture in societal and pedagogical history as a consequence of the COVID-19 pandemic, it is important to consider what we already know about tutoring, what the research tells us about tutoring, and how tutors themselves understand and practice their craft. Having reached a major inflection point in education, it is important to turn directly to the educators, in this case, the tutors, to listen to what they have to say about their practice, their experiences, and their ideas for moving effective tutoring forward.

What is Effective Tutoring?

There are many definitions of what constitutes tutoring, and there is considerable variety in the ways tutoring is implemented (Burch et al., 2016). Moreover, different scholars and practitioners define what "effective" tutoring is in a variety of ways (Topping, 2000). For the purposes of this dissertation, a working definition will be used to identify what constitutes effective tutoring. I have reviewed both popular press and the educational literature to describe effective tutoring, and considered similar activities such as coaching and mentoring, as described in the following sections.

This working definition of effective tutoring is drawn from recommendations from Topping (2000), recent evidence-based recommendations by the Learning Policy Institute, henceforth LPI (Ederton, 2021), the U.S. Department of Education (2001), and Robinson and colleagues (2021). There is considerable overlap in the dimensions these sources argue are necessary for effective tutoring, thus, the definition is an integrated conceptualization. LPI argues that for tutoring to be effective, it is necessary to utilize strategies that have been shown to be effective. According to these sources, effective tutoring should include the following:

1. Instructed by certified classroom teachers, paraprofessional staff, or trained tutors who are equipped and knowledgeable in the subject areas being instructed;
2. Provided frequently and consistently. Sessions should be well-structured and occur regularly (at least 3x week according to LPI) for a duration of at least 30 minutes. Group size should be maintained to five students or fewer;
3. Establish ongoing support and intensive, ongoing training for tutors, including monitoring of progress and coordination with classroom teacher;

4. Target tutees' real-life goals to ensure deep understanding and authentic learning;
5. Build strong relationships between consistent tutors and tutees through structured time and meaningful interactions of support and challenge.

Together, these five dimensions of tutoring can ensure that the tutor provides a learning experience that is relevant and structured for the tutee and integrates an ongoing relationship between tutor and tutee. These recommendations help contextualize what effective tutoring is, however, it is also important to consider that there is perhaps more to the role of the tutor. The specific role of the tutor, how that relates to the tutee, and different kinds of tutoring that may be provided, are described in the next sections.

What is the Role of the Tutor?

A tutor may provide many different specific types of tutoring; however, the main purpose of a tutor is the same (Schunk, 2012). Broadly, tutoring "refers to a situation in which one or more persons serve as the instructional agents for another, usually in a specific subject or for a particular purpose (Stenhoff & Lignugaris/Kraft, 2007)" (Schunk, 2012, p. 158). The role of the tutor is to serve as a facilitator of academic instruction for the tutee by effectively explaining material, helping develop strategies, demonstrating skills, and providing strategies for learning (Topping, 2000). Depending on the situation, an instructional agent (tutor) may aim to mitigate gaps in unfinished learning, strive to help a student learn an additional skill, or provide academic enrichment (Topping, 2000). Regardless of the specific role, the role of the tutor is distinct from that of a teacher, and aims to support the tutee in small group, or individual sessions. Moreover, the tutor aims to provide highly individualized learning experiences for students by understanding their interests, goals, and motivations for seeking tutoring. Simply put, "[a] tutor best motivate[s] a student to study through kindness, exciting

natural curiosity, recognizing personal interests, and unique abilities. The most effective tutor establishe[s] an ethical standard reinforced by personal example for the student (Gordon et al., 2004, p. 60). Unlike the role of classroom teacher, the tutor has the capacity and ability to reach individual students in unique and personalized ways to support their learning journey through one-on-one instruction.

Because the scope of the current work focuses on the role of the tutor in kindergarten through 12th grade contexts (K-12), "tutoring" is operationalized as K-12 tutors. While there are many additional contexts for tutoring (i.e., adult tutoring) the scope of this work aims to understand K-12 tutoring. This is an important focus because this is where many of the academic pain points as a consequence of the COVID-19 pandemic have been felt the most. Further, federally proposed strategies to remediate COVID-related learning delays are specifically centered around K-12 implementations (e.g., Elementary and Secondary School Emergency Relief). It is therefore important to center this focus on understanding the experiences of K-12 tutors.

In addition, it is important to know the context in which the tutoring is taking place. That is, whether tutoring occurs in-person, virtually, or in a hybrid setting, and whether provided by a paid or volunteer tutor. Adding this contextual element to the current work is important for a variety of reasons. First, it provides a more in-depth understanding of how the tutoring is taking place, and on what terms. If a tutor is engaging in-person with their tutee, they likely have access to different social interactions, cues, and resources than if the tutoring occurs virtually. Second, the potential obstacles for each kind of tutoring vary, and it is important to know the physical and interpersonal context to better understand and establish mitigation strategies for potential obstacles (Teichert & Isidro, 2022). With technology

becoming an increasingly ubiquitous part of our daily lives, tutoring is no exception. Virtual tutoring is on the rise as a result of the COVID-19 pandemic but is also beset with its own set of challenges, including how to measure efficacy and engagement. It also remains unclear whether schools or students will be likely to continue virtual tutoring beyond the pandemic (Belsha, 2022). Finally, it will be important to learn how tutors think about the impact of contexts for them and their students (virtual or in-person) in order to guide decisions about how use funding to promote student learning through tutoring.

Tutoring Types

Historically, tutoring has evolved considerably and has been described in many ways (Cohen et al., 1982). In addition to a variety of definitions of what constitutes tutoring, there is variety in categorizations of the characteristics of tutoring (Robinson & Loeb, 2021, Nickow et al., 2020a). Because tutoring experiences for both students and tutors vary widely (Mozolic & Shuster, 2016; Ritter et al., 2009), it is important to identify and define key characteristics of tutoring in order to represent the thinking and experiences of tutors. There are a variety of different types of tutoring, and potential factors that affect the effectiveness of tutoring type (Cohen et al., 1982; Hartman, 1990; Robinson & Loeb, 2021).

It is important to define and establish distinctions between types of tutoring to understand the relationship between teacher and learner, think critically about the variety of ways in which tutoring has been implemented, and how those varying tutoring implementations may contribute to differential outcomes in student learning. Below are the different types of tutoring that will be included, studied, and discussed in the body of work. These different tutoring types are presented in an order representing goals from immediate academic goals to broader life goals; goals which will also be considered later in this

dissertation. This does not represent a comprehensive list of tutoring, rather, those which are considered to be the most salient for the purpose of this dissertation.

Test Preparation Tutoring

Test preparation tutoring, sometimes referred to as "Shadow Education," prepares students for college entrance exams and other performance-based tasks (Baker et al., 2001; Buchmann et al., 2010). This tutoring type can reflect preparing for one specific test that is related to specific subject matter (i.e., an algebra test) or a broader kind of test preparation, including preparing for how to take the test itself (i.e., the SAT). The goal is to perform well on the test, and the role of the tutor is to support learning for the specific test. Some researchers argue that this particular kind of tutoring reflects social class inequities, as test preparation tutoring requires resources that are associated with already privileged students (Buchmann et al., 2010). Test preparation courses from the Princeton Review, the most popular service for SAT test preparation, range in price from $250 per hour for tutoring to $1,750 for a SAT preparation course (Princeton Review, 2021). More affluent families may find these expenses less of a burden, as they may have the resources, and may recognize the importance of performing well on the SAT (Gordon, 2004; Keels, 2004). However, families with more limited resources may not have the social, financial, and/or educational capital to commit to test preparation tutoring. A 2020 study by Zwier and colleagues examined 2012 Programme for International Student Assessment (PISA) data and found that students from higher socioeconomic status backgrounds engage in more shadow education, particularly in countries with greater emphasis on high-stakes testing. The authors further argue that these findings support the notion that shadow education may contribute to educational inequities

(Zwier et al., 2020). The effect of this kind of tutoring is generally not long-lasting and has only immediate implications for short term goals for students and teachers alike.

Admissions and Application Tutoring

Tutoring for the purpose of gaining admissions to or improving application materials for higher education is one additional approach to tutoring. Tutors who have successfully navigated the college admissions process support students by reviewing application materials, preparing for interviews, understanding the application timeline, and much more. Previous research has demonstrated that students who come from families who are more affluent and place higher value on education are more likely to seek out private tutoring, including college admissions tutoring (Buchmann et al., 2010). Similar to test preparation tutoring, admission and application tutoring range in price. Researchers argue that this kind of tutoring exacerbates educational inequities and perpetuates those imbalances throughout higher education (Baker & Velez, 1996). Similar to test preparation tutoring, this tutoring also generally only benefits students in the short-term with and for goals that have immediate academic implications.

Homework Help Tutoring

In homework help tutoring, the goal is to help a student accomplish daily homework assignments and challenges related to homework completion. While homework is intended to continue to support learning outside of school, evidence suggests teachers and administrators are reconsidering the role of homework (e.g., Sallee & Rigler, 2008). In addition, homework is disproportionately assigned more to students in schools from more affluent areas, as compared to students from less affluent areas (Cosden et al., 2001). Tutoring with the specific goal of supporting homework completion may have different goals and purposes depending

on student background, demands, and other contextual and cultural factors. Unlike other kinds of tutoring, the main goal is to successfully complete homework assignments, and not necessarily build upon skillsets or increase knowledge. This, however, will likely depend on the kind of assignment that a student and tutor are working on together, the broader goals that have been developed, and how the homework does or does not support accomplishing those goals. The long-term implications and goals associated with this kind of tutoring largely depend on the homework assignments that a tutor and/or tutee is receiving help and support with. To this end, the goals and generally either associate with immediate or broader academic goals.

Remedial Tutoring

Remedial tutoring, or tutoring that addresses unfinished learning, is designed to close gaps between what students are expected to know and what they currently know (Davidson & Woodward, 2021). This compensatory approach is used to help support students who might be struggling in one or more subject areas, and need additional support centered on performance-based metrics with the goal of overcoming immediate academic shortcomings. Researchers suggest that students in the highest-need schools will have the greatest demand to develop ways to support unfinished learning through high-dosage tutoring (Davidson & Woodward, 2021; Carlana & LaFerrara, 2020; Dorn et al.). Moreover, Davidson and Woodward (2021) suggest that it is important to avoid language that is deficit-oriented and reinforces inequities. These researchers suggest that framing is important to students, and an important change in the paradigm is to focus on growth, and shift to acceleration, rather than remediation. The focus still addresses unfinished learning, but does so by meeting learners where they are, rather than hyper focusing on going back and relearning and remastering

concepts from the past. Moreover, this approach complements the existing structure of the school program, rather than replacing what already exists (Davidson & Woodward, 2021).

Peer Tutoring

Peer tutoring can take on a variety of formats with the overall goal of learning through a reciprocal or autonomous pedagogical exchange involving two parties that are often bidirectional (Cohen, 1986; Goodrich, 2018; Greenwood et al., 1988). One form of peer tutoring involves cross-age tutoring in which an individual who is older provides tutoring for learner(s) who are younger. Reciprocal, or bi-directional, peer tutoring is an additional form of peer tutoring that involves individuals alternating between tutoring and receiving tutoring. Class-wide peer tutoring occurs when an entire class is broken up into small groups or dyads to engage in tutoring. In this circumstance, the entire class is engaged in part of the learning activity through a tutoring experience (Ali et al., 2015). In peer tutoring, there is an opportunity for students to learn together and reinforce learning experiences through shared tutoring. A meta-analysis of peer reviewed journal articles demonstrated that peer review is an effective intervention strategy for promoting academic gains across content areas (Bowman-Perrott et al., 2013). These results were consistent irrespective of peer tutoring dosage, grade level, or disability status, suggesting that peer tutoring may be an effective strategy for learning for both tutor and tutee (Bowman-Perrott et al., 2013; Cohen, 1986).

Specialty Subject Tutoring

In some instances, students might seek out support that is specific to one academic area or skill. A student might have dreams of being a professional musician, and want to foster, develop, and refine specific skills to help them realize their dream. Likewise, parents of students might be interested in pursuing specialty subject tutoring as an extracurricular

activity to supplement other tutoring or activities. While research supports that age is not a factor in effective tutoring (i.e., tutor and tutee may be the same age), it is argued that the tutor who provides the specialty tutoring has sufficient content knowledge of the particular skill or area in order to successfully support the learning journey of the tutee (Moust, 2010). Previous research demonstrates that this kind of tutoring is not as common as traditional academically oriented tutoring, though specialty subject tutoring (e.g., art, music, health, sport) do offer interesting and wide benefits for students (Heron et al., 2003). In this kind of tutoring, the role of the tutor is to help foster development of a specific skill that a student is interested in with the goal of refining and developing a particular skill that may or may not be directly related to school success. Tutoring is a useful strategy to foster the longer-term development of important academic related skills, but can also be used to learn, improve, or refine a particular skill, as seen with specialty subject tutoring.

Enrichment Tutoring

This tutoring type is intended to develop skills and in-depth learning at or beyond grade-level, and to promote higher levels of creativity (Kim, 2016). Generally, students who enroll in enrichment tutoring programs have the goal of further promoting learning that is already advanced, often including students who are recognized as gifted and talented (Kenny & Faunce, 2004; Schiever & Maker, 2003). This particular type of tutoring has the goal of supplementing content that is provided in the classroom context and serves as additional learning material for students to increase opportunities for learning and creative thinking (Kim, 2016).

Other Unspecified Tutoring

In addition to the kinds of tutoring experiences outlined above, there are several other kinds of unspecified tutoring-type experiences that have implications for students and instructors alike. These new and emerging approaches to tutoring continue to evolve, and adapt to changing needs of students, learning environments, and global needs. In one example, student-led tutoring centralizes students in the teaching by requiring students to effectively communicate what they are working on learning, what they need support in, and what their goals are. By providing more autonomy for students, the goal of student-led tutoring is to shift the role of the tutor toward being a facilitator and allow students to guide their own learning (Topping, 2000). While student-led tutoring maintains the title of tutoring, some of these other unspecified approaches to tutoring are deviating away from using the label of "tutoring" and instead replacing it with descriptions including "leadership," and others aim to intentionally blend culturally responsive teaching with preexisting teaching structures, such as student teachers. These inventive approaches to tutoring should be recognized and will be included as part of the category "other unspecified tutoring."

Relations to Other Pedagogies

It is important to describe how tutoring is similar to and different form other pedagogical practices such as mentoring, coaching, and classroom teaching. Colloquially, in popular press, and in some other bodies of literature, these terminologies are sometimes used interchangeably and sometimes, conflated, and it is important these pedagogies are not confused with the practice of tutoring in the current body of work. These other pedagogical methods are distinctly different in their approaches and goals and should be recognized as such (Irby, 2018). On the distinctions between these practices, Irby writes, "mentors can coach, but coaches hardly ever mentor, and mentors and coaches can tutor, but tutors rarely

mentor or coach" (Irby, 2012 p. 297 in Irby, 2018). While there is some overlap in their overall aims of promoting achievement and supporting students, the distinctions are critical to recognize. Importantly, the role of both the learner and the teacher are different in each of these respective contexts, underscoring the potential impact of each (Clutterbuck, 2008). Each type of interaction is briefly illustrated below, and distinctions between tutoring are described.

Coaching

According to The International Coach Federation, coaching is "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential." One key distinction between coaching and tutoring is the timeframe. In coaching, the relationship between coach and client is short-term, typically lasting between six months to one year (Barkley, 2011). Tutoring relationships, however, vary in length depending on the setting, goals, and other factors. For example, tutoring that takes place in school can short term, or sustained for the duration of the school year. Research has demonstrated that effective tutoring programs can last for about ten weeks, but may go on for longer (Robinson et al.,). Private tutoring is often longer term, with a tutor supporting a child through multiple grades and years (Nam, 2013). Another consideration is the goals and focus of coaching. The focus of coaching is performance-driven and directed toward accomplishing a particular job, goal, or task. Similar to tutoring, coaching follows a regimented structure of meeting weekly or bi-weekly to maintain and track progress and maintain accountability between coach and client. In coaching, an agenda or lesson is co-constructed with the assistance of a coach, rather than having a prepared lesson plan as in tutoring. A coach can be

someone who possesses certain expertise in an area of focus that one desires to improve. The eventual goal is to demonstrate measurable improvement in a particular area (Barkley, 2011).

Mentoring

One structured growth and development approach that has recently gained substantial traction in education is mentoring (Awaya et al., 2003). Mentoring can take on a variety of formats across a continuum, vastly ranging in application (Ragins, 2012). Similar to tutoring, the overarching goal of both tutoring and mentoring is to support and guide a learner and promote achievement (Irby, 2012). The two, however, diverge in whether the focus is on the teaching, or the experience in supporting the learner in more multifaceted ways. Unlike coaching, mentoring generally takes place in a long-term context, with a development-driven focus. In mentoring, there is a shift in frame and focus, rather than concentrating on an outcome-driven mentality (Barkley, 2011). Moreover, the structure of mentoring often takes on a less-structured format, particularly in comparison to tutoring and coaching. The structure of mentoring is often regarded as informal and frequently occurs on an as-needed basis rather than structured, scheduled, and regimented. Previous research has argued that in order for mentoring to be regarded as effective, mentoring programs must be founded on a clear conceptual foundation that includes a definition of the relationship between mentor and mentee, goals of the mentorship activities, and requests of the mentoring functions (Anderson & Shannon, 1988). In mentoring, the agenda and goals are established by the mentee and supported by the mentor, and the outcome goal is to shift the focus and change in overall development (Barkley, 2011).

Classroom Teaching

While there are some similarities between tutoring and teaching, it is important to note that these two pedagogical approaches also have important distinctions worth noting. In K-12 classroom teaching, the role of the teacher is to facilitate the learning journey of a group of students. According to Stigler and Miller (2018), teaching is complex socio-cultural system that is constrained by space and time. Teaching is comprised of three parts: 1) a goal for students and sequence of events to achieve that goal; 2) planning and reflection to implement a lesson; and 3) the limitation of time (Stigler & Miller, 2018). Together, these are enacted in a setting to multiple students at the classroom level. The role of a K-12 teacher is a complex one, and is further complicated by the demands from curriculum, administrators, and other stakeholders. Teaching is a trained process that is driven by a particular methodology and is followed in an established order in a formal setting (Ball, 2000).

By contrast, tutoring generally involves more flexibility. Unlike classroom teaching, tutoring can take place in a range of physical environments and is generally one-to-one or small group. In this way, tutoring provides more individualized learning, as compared with teaching. Moreover, tutors can employ a variety of methodologies and are not bound by a fixed method or curricular approach. The learning is generally more student-centered, flexible, and personalized (Topping, 2000). In general, both approaches aim to support students improve skills, achieve goals, and expand their knowledge. While the specific role of the facilitator may be different, in both cases, they aim to have a positive impact for students.

Does Tutoring Work?

To justify the need to study tutoring and the important work of tutors, it is helpful to first demonstrate that there is evidence that tutoring is an effective way to increase positive outcomes in students, and that tutoring does, in fact, work as intended. Note that the term

"positive outcomes" is deliberately vague. Tutoring can have a range of aims, from improving performance in specific topics to broader improvements in other areas of learning and development; a key part of this project will be understanding the goals that tutors bring to their work.

Previous research has demonstrated that tutoring can be effective at all grade levels across K-12 (Robinson et al., 2021). Furthermore, tutoring programs that focus on math and reading have greater overall impacts on outcomes than other academic areas (Nickow et al., 2020a; Pellegrini et al., 2021). A recent meta-analysis of tutoring programs revealed that reading tutoring is more effective when applied at younger grades (preschool through first grade), whereas math tutoring is more effective for students in later grades, (second through fifth grade) (Nickow et al., 2020b, p. 2). Some researchers argue that the measurable effects of literacy-focused tutoring interventions may be a function of the greater prevalence of research focused on younger grades, as compared to the dearth of research examining how tutoring impacts middle and high school students (Robinson et al., 2021).

High dosage, one-on-one tutoring has been shown to be an effective way to support student achievement (Cohen et al., 1982; Devin-Sheehan 1976; Elbaum et al., 2000; Rimm-Kaufman et al., 1998; Wasik, 1998). One meta-analysis of one-to-one reading tutoring for at-risk elementary students demonstrated highly effective results, especially when tutors were trained volunteers or college students (Elbaum et al., 2000). In a recent review, 61 K-5 mathematics programs were evaluated for achievement outcomes. Results demonstrated that one-to-one tutoring and one-to-small group tutoring were the most effective, particularly for low achievers (Pellegrini et al., 2018). A meta-analysis examining elementary mathematics

instructional approaches found that the strongest and most effective programs were those that included supplemental tutoring programs (Slavin & Lake, 2008).

Most recently, Nickow and colleagues (2020a) performed a systematic review and meta-analysis of the experimental evidence for prek-12 tutoring programs. The meta-analysis included a randomized evaluation of 96 tutoring programs and found that tutoring consistently led to improved learning outcomes. Notably, students, on average, advanced from the 50th percentile to the 66th percentile as a result of participating in programs. The review also noted that tutoring programs that took place during school, rather than after school, were found to have larger impacts. Moreover, the tutor type was shown to have a significant impact. The review noted that tutoring programs led by teachers or paraprofessionals were more effective than those led by volunteer or parent tutors. Students in earlier grades were among those who showed the greatest gains as a result of tutoring. In addition, when tutoring includes highly customized learning content, the overall effects are higher (Nickow et al., 2020a).

In addition to direct impacts on student academic outcomes, tutoring can also promote student self-efficacy. Previous research suggests that for optimal learning, students need continuous feedback, meaningful relationships with teachers, and authentic instruction, all of which may be provided through well-crafted tutoring experiences (Darling-Hammond et al., 2020). Tutoring has been shown to improve motivation and self-efficacy, which can result in academic persistence and academic gains (Margolis, 2005). These results are especially pronounced for at-risk students (Hock et al., 2001). Taken together, this evidence demonstrates that tutoring is a way to support students in their unfinished learning across different subjects, bolster self-efficacy, and act as a versatile way to support the needs of students in a transformative way.

Why Study Tutoring from the Perspective of the Tutor?

While this evidence demonstrates that tutoring is an effective way to improve student performance, these studies typically do not take the perspectives of tutors into account. There is a dearth of research examining the perspective of tutors, asking how and why they engage in their practice. This perspective is especially important, as tutors make basic decisions about who to tutor, what will be taught, and how to engage students in the work of learning. The current research will contribute to the field of tutoring by helping to understand how tutors engage in their practice, describing their understanding of motivations, goals, successes, and obstacles, while also revealing nuances of tutoring experiences. It is important to honor the voices, the experiences, and the ideas of the tutors in order to better understand the field as a whole. Insights into the nature and work of tutors may in turn lead to better student outcomes, and aid in the development of strategies to support tutor retention and training on a wider scale.

Theoretical Framework

To examine the work of tutors, this dissertation considers multiple theoretical frameworks to understand the goals, motivations, attributions, and background experiences of individuals who provide tutoring. First, an approach to understanding goal orientation is used as a framework for understanding the underlying goals of a tutor. Second, Self-Determination Theory (Deci & Ryan, 1985) is used to make a distinction between whether a tutor is extrinsically or intrinsically motivated, and how those motivations map onto the three basic universal psychological needs of autonomy, competence, and relatedness. Third, Attribution Theory (Heider, 1958) is explored to determine what a tutor blames when things do not go according to plan during a tutoring session. Fourth, experience, a proxy for expertise, will be

explored to understand the relationship between how long an individual has been a tutor (in years) and their consideration of goals, motivations, and attributions. The decision to use experience as a proxy for expertise in this context will be elaborated on more thoroughly in the measures section of this dissertation, Finally, these frameworks will be integrated to explore relationships between goals, motivations, attributions, and experience of tutors surveyed. This will help make determinations about tutor perspectives and behaviors, understand the experience of tutors, and consider recommendations for how to support the important work of tutors. Below, the theoretical frameworks used in this dissertation are described individually.

Goal Orientation Theory

A goal is an outcome that someone aims to achieve, and establishing goals is a fundamental aspect of the motivational process (Ames & Archer, 1988; Dweck, 1992; Locke & Latham, 1990). Goal orientation attends to the *how* and *why* of a particular task, rather than the *what* (Ames & Archer, 1988). Much of the existing research on defining teacher and tutoring efficacy examines "what" is happening in an instructional context, rather than concentrating on "how" teaching and learning occur. It is important to understand the *why* and the *how* of tutoring if we are to know more about goals and learning in the context of tutoring.

Understanding the relation of goals to teaching and learning behavior in tutoring is important for many reasons. The motivation to learn, to achieve an academic goal, or to perform a particular task can be impacted by several factors (e.g., environment, interest in the subject matter, persistence, desire to succeed, etc.), all of which can impact how an individual performs. Understanding goals allows us to recognize important conceptualizations,

cognitions, and behaviors that may underlie and motivate one's psychological processes (Dweck, 1992). In addition, understanding goals can also provide greater insight into learning, achievement, and individual differences (Dweck, 1992; Elliott & Dweck, 1988). Tutors can make many important decisions about their tutoring practices when they consider their goals in the context of their tutoring practice. Understanding how tutors go through this process can help further unpack the choices tutors are making, how these may contribute to motivations, and the impact it has on students they tutor. The scope and potential impact of these goals is also an important consideration. By understanding the kinds of goals a tutor aims to achieve, we can support the needs of the tutor, understand potential student impact, and improve and align tutoring experiences for both tutor and tutee.

Historically, goals have been conceptualized in a variety of ways. One particularly relevant distinction is that between mastery and performance goals (Ames & Archer, 1988; Dweck,1986). Mastery goals relate to one's ability to *develop* competence in a particular subject matter, whereas performance goals describe one's ability to *demonstrate* competence (Ames, 1992). The distinction between the two is significant, as mastery is more process focused, while performance is outcome focused. Individuals who promote or maintain a mastery goal orientation are focused on developing a skill, and prioritize the improvement of their work, development of competence, and understanding (Ames, 1992; Dweck, 1986). Performance goal-oriented individuals, however, focus on praise and public recognition for their work coupled with a desire for outperforming others (Ames, 1992; Elliott & Dweck, 1988). Other frameworks for considering how goals are conceptualized include social goal orientation (e.g., Maehr & Nicholls, 1980), extrinsic goal orientations (e.g., Maehr, 1984), and mindset (e.g., Yeager & Dweck, 2020). Previous research has also linked these goal

orientations with various motivation orientations, leading to much work examining relationships between goal orientations and motivation patterns (Ames, 1992). This is one way to examine goals, however, the current body of work will examine goals with a slightly different approach.

Goal Orientation

As a framework for the current study, I use an approach to goal orientation that examines different kinds of goals, and their connections to motivation patterns. The three kinds of goals include: 1) immediate goals (i.e., gaining academic success), 2) broader academic-related goals (i.e., building confidence and competence specifically related to school performance), and 3) larger life goals (i.e., establishing a love of learning and refining career goals). This framework is drawn from the survey that is used in Study 1 of this dissertation. The first kind of goal, immediate goals, is more extrinsically motivated and captures a tutor's goal of improving scores and grades of their tutee. This approach is characterized by the desire to improve a particular academic outcome but does not attend to increasing other traits such as increasing confidence. Tutors focused on responding to immediate academic outcomes may do so by helping with homework, providing support with test preparation for upcoming assessments, and supporting immediate academic requirements. Further, this goal is not likely to extend beyond an immediate goal and may not impact the learner in the long term.

The second kind of goal in this framework is characterized as broader goals. These goals are represented as a tutor's desire to support the interpersonal development of their tutee beyond performative aspects (i.e., doing well on a test), and help increase the student's social capital. For example, the tutor may be interested in supporting the tutee in gaining

competence and/or confidence related to a particular subject matter. This goal does not fully represent either performance or mastery orientation, rather, is indicative of a goal orientation that is a mix of the two goals.

Finally, the third goal, larger life goals, which is more aligned with intrinsic motivation, represents a tutor's desire to support the development of a tutee's broader life goals. For this goal, responses reflect larger life goals for the students. These goals may be related to developmental goals, an ambiguous goal that tutors have, career goals, and so on. The goal must refer to a desire for the tutor to support the student in developing knowledge and/or skills that expand beyond an immediate setting (i.e., homework helping), and may help the student improve as they move through life.

Taken together, these three goals represent the potential breadth and depth of a tutor's goals for their student, and the ways motivation map onto goals for tutoring. This framework accounts for the possibility of a middle ground goal (i.e., broader academic-related goals), which may have elements of both mastery and performance orientations. This approach to goal orientation can better represent the many ways in which tutors make decisions about goals for their students, and the role goals might play in other aspects of tutoring, including motivation.

Self-Determination Theory

Self-Determination Theory (Deci & Ryan, 2012) provides a framework for understanding an individual's ability to stay motivated, make decisions, take responsibility, and maintain control over their own life. Two key distinctions in motivational orientations have been described within Self Determination Theory: intrinsic versus extrinsic motivation (Deci & Ryan, 1985). Intrinsic motivation refers to an impetus for engaging in a task because

of the enjoyment or satisfaction of carrying out a given task. Extrinsic motivation refers to engaging in a task for the purpose of attaining an external reward (such as monetary compensation or praise). Intrinsic motivation is generally associated with positive motivational behaviors, such as engagement and persistence in the face of challenges or obstacles. In contrast, extrinsic motivation, while not universally negative, is more often associated with maladaptive motivational behaviors such as learned helplessness and disengagement (Boggiano & Katz, 1991; Buzzai, 2021).

Self-Determination Theory further distinguishes between three factors that support an individuals' *intrinsic* motivation: competence, autonomy, and relatedness. Competence refers to developing skills and mastery in order to accomplish a goal. Autonomy refers to the feeling that an individual has free will and choices in endorsement of their own tasks or behaviors. Relatedness refers to the need to experience belongingness and emotional connection with others. While the distinction between competence, autonomy, and relatedness is important for understanding intrinsic motivation among tutors, there is a lack of research examining intrinsic versus extrinsic motivation among tutors in particular. Thus, through the lens of SDT, this dissertation considers intrinsic and extrinsic motivation among tutors. Future studies building on this work will further examine how competence, autonomy, and relatedness manifest in the context of tutoring and how this relates to pedagogical practice, which will be further elaborated in the discussion section of this dissertation. Considering the distinction between intrinsic and extrinsic motivation as it relates to tutoring is a critical first step in this line of work.

Understanding what drives someone is important because it provides valuable insight about where motivation comes from, why it might evolve, how it can change, and what

factors are more important than others (Reeve, 2002). Furthermore, motivation is an important predictor for learning and achievement (Krapp, 1999). Studying motivation in the context of tutoring is especially important because what motivates a tutor might determine how a tutor engages in their practice, and in turn, the tutoring a student receives. Motivations can influence how tutors conceptualize and implement their practice, and determining what motivates, guides, and strengthens a tutor's approach to tutoring can help students become and stay motivated. Understanding what motivates a tutor to engage in tutoring may further ensure that tutors are not lacking motivation or experiencing burnout. Revealing how motivation may vary by tutor experience and goal orientation can also demonstrate important patterns about ways to better train tutors and understand the goals for different students.

SDT has been used to study a variety of motivational self-belief and behaviors, emotions, wellbeing, and beyond (Deci & Ryan, 2008). In addition, SDT has been used to better understand motivation in a variety of contexts, including in schools and other educational settings (Ryan & Deci, 2009). The relationship between motivation and education is deeply interconnected and can help provide valuable insight regarding school performance, instructional decisions, and desired educational outcomes (Deci et al., 1991). The distinction between these two kinds of motivation is important and has critical implications for how one engages in pedagogical tasks, such as tutoring.

Extrinsic Motivation

Extrinsic motivation is the motivation to complete a task or do something to gain a reward, attain an external reinforcement, or avoid punishment (Ryan & Deci, 2009). Examples of extrinsically motivated behaviors include an instructor who is engaging in a tutor experience because they are seeking supplemental income. Previous research demonstrates

that in educational settings, behaviors that are supported by external motivators may only have short term benefits (Deci et al., 2001). In addition, relying only on extrinsic motivation can dampen creativity, reduce problem solving, and decrease how individuals perceive the value of their work (Hennessey, 2010). Research on motivation in college students demonstrated many drawbacks associated with extrinsic motivation, including low self-esteem, high anxiety and depression, minimal effort exertion to complete tasks, and so on (Lei, 2010).

It is important to understand extrinsic motivation in the context tutoring because if a tutor engages in tutoring primarily for external rewards (i.e., payment) rather than for intrinsic rewards (i.e., because they enjoy tutoring), the benefits for students may be minimal and shorter term. This "carrot and stick" approach separates the primary activity from the reward. Individuals engaged in behaviors that are extrinsically motivated find satisfaction in the extrinsic consequences rather than the core activity (Demir, 2011). Understanding the relationship between a tutor and extrinsic motivation can help uncover underlying motivations, the potential impacts on the student experience, and the future for large scale tutoring initiatives.

Intrinsic Motivation

Intrinsic motivation involves performing or completing tasks for personal enjoyment, interest, or inherent satisfaction (Deci et al., 2001). These are behaviors that are driven by internal rewards and have distinctly different reinforcements than extrinsic motivation. Examples of behaviors that are intrinsically motivated include a student reading a book because they enjoy the subject matter, or someone tutoring because they get satisfaction from helping students in their community. Intrinsic motivation is generally regarded as more

effective in the long-term, as compared with extrinsic motivation, and is more supportive in helping individuals feel internally fulfilled in completing specific tasks (Deci et al., 2001). It is further argued that "[a]dults who are more intrinsically motivated are also more likely to be creative in their professions, in domains as diverse as writing poetry, doing artwork, and inventing new products" (Hennessey et al., 2015, p. 1-2). Intrinsic motivation has received attention in educational research, as this intersection can help uncover how to create learning environments that support student curiosity, give them room to explore their developing interests, and become confident and competent students (Sansone & Morgan, 1992).

Exploring intrinsic motivation in the context of tutoring is especially important because understanding the motivations that underlie a tutor's practice can impact a student's learning. If a large number of individuals engage in tutoring because they are intrinsically motivated (i.e., they enjoy supporting students), and are not motivated extrinsically (i.e., by monetary reward), this has potential educational policy implications for how we recruit, train, and retrain large numbers of tutors. With large attention, funding, and attention being turned to the potential of tutoring to support students who have fallen behind as a consequence of the COVID-19 pandemic, understanding how to recruit potential tutors who are motivated intrinsically becomes an increasingly important question to address.

For the purpose of this dissertation, I aim to understand the distinction between tutor perspectives on intrinsic versus extrinsic motivation, as outlined above. Importantly, this dissertation specifically aims to understand the motivations of the tutor, rather than what they are doing to motivate students. This is a crucial gap to address as a first step in order to understand how tutors are considering what motivates them before we can then address deeper tenants of motivation. Thus, I address SDT through this perspective, with the future

aim of additional research to understand additional aspects of intrinsic motivation. To this end, I outline the components of intrinsic motivation below for forthcoming research efforts.

Autonomy

One key feature in allowing people to feel a sense of self-determination is autonomy. Autonomy is the ability to self-regulate one's own behavior, and feel in control of their behavior, goals, and actions (Deci & Ryan, 2012). Autonomy is associated with a sense of independence (e.g., making independent choices about how and what one will tutor, or a tutor's eagerness to help a student take responsibility for their learning), and plays an important role in motivation. If a particular behavior is controlled by extrinsic rewards, feelings of autonomy are diminished, and intrinsic motivation is decreased (Deci & Ryan, 1985). Autonomy is an important feature in tutoring, as evidence suggests that students benefit from autonomy-supportive teachers (Reeve, 2002). In addition, autonomy requires an understanding of the role of the tutor, and how well they can facilitate the educational process. Understanding the role autonomy plays in tutoring can have important implications for tutors and for the students who receive their tutoring.

Competence

A second feature of self-determination is competence, which refers to one's effectiveness or level of mastery in an activity (Deci & Ryan, 1985). Competence is important for people to gain mastery over tasks and develop or learn new skills. In learning contexts, competence is an especially important construct for how confident or competent an individual feels about their ability to achieve a certain goal (Deci & Ryan, 2012). Previous research examining competence in the classroom demonstrated that competence positively predicts controlled motivation (i.e., learning for external rewards) (Wang et al., 2019). Understanding

the relationship between tutors' sense of competence and their tutoring goals is important for tutor training and development. Such information will elucidate how tutors sense of competence relate to provision of effective tutoring and foster student learning.

Relatedness

The final key motivational component of SDT is relatedness, or the need to feel a sense of belonging and connection in relationships and involvement with others (Deci & Ryan, 1985). Relatedness also refers to a sense of belonging to social groups, which is particularly important in pedagogical situations. Relatedness is increased when individuals are cared for and respected by those around them (Deci & Ryan, 2012). Further, relatedness is decreased when there is competition between groups or criticism from instructors (Deci & Ryan, 2012). Students are more likely to work harder, perform better, and persist on tasks when they feel a stronger connection to others, including peers and instructors (Ryan & Deci, 2017).

Self-Determination Theory provides an important lens to consider the relationship between tutoring practices and motivations. Studying the role motivation plays in the work and thinking of tutors is particularly important because understanding this relationship can help provide insight into how tutors make decisions about how they engage in their practice, and how this might impact their students. SDT may provide a framework for helping tutors understand how they engage students, allowing them to engage with their own practice on a deeper level, and potentially guide their students through motivation-related obstacles. Bringing the perspective of SDT into a tutor's toolkit will not be a silver bullet approach, thus, it is important to help tutors consider other aspects of their tutoring, including goal orientation, and tutor expertise.

Attribution Theory

Attribution theory (Heider, 1958; Weiner, 1974) helps us determine who or what to blame for why something happens, either positive or negative. The attribution process – developing an understanding why a behavior or event took place – is an important part of unpacking how individuals evaluate circumstances. Further, an individuals' actions have implications for one's motivations and future behaviors and are an importance consideration for a tutor's attributions. A major concept in attribution theory is identifying the locus of control, or whether the cause of the event is internal or external. Internal locus of control is something that is governed by one's own behavior, and can be controlled, whereas external locus of control includes things or events that are beyond one's control. An example of an internal locus of control is someone acknowledging not studying hard enough for an upcoming test, resulting in their poor performance on that test. An example of an external locus of control is blaming poor performance on a test on an instructor writing test questions that are too hard. Attribution theory is important because it helps establish an underlying understanding of who or what people blame when things do not go according to plan (Weiner, 1986). The explanation of these causes of behavior for individuals can help create ways to improve systems, procedures, training, and create more consistency (Harvey & Weary, 1985). Understanding the relationship between attribution theory and education (in this case, tutoring), is especially important because it may help tutors to develop strategies for when things do not go according to plan in a tutoring session, provide better tutoring, and improved outcomes for tutor and tutee. This might involve identifying factors within the tutor's control that could be altered or, alternatively, realizing when the solution to a problem is beyond a tutor's control.

While the bulk of research on attribution theory has focused on individuals' attributions in the face of failure or challenges, it is also important to consider attributions for successes. Thus, the current dissertation adds to the literature on attribution theory by examining how tutors interpret both obstacles (i.e., lack of resources, technological constraints) and successes (i.e., the process of student learning, positive characteristics of the tutor) in their tutoring practices. A twofold approach will provide important insights for tutor training and mentorship that has not previously been considered in the literature.

Experience

Experience is one of the main factors in how educators approach their work, and how it impacts their students (Hollingsworth, 1989). One characterization of this change over time (experience) is recognized in the potential shift from novice to expert teacher (Berliner, 1988; Schempp et al., 1998). A novice teacher may be new to the profession, just beginning to establish their identity as an educator through the establishment of a personal teaching philosophy, implementation of refined teaching skills, and cultivating their understanding of how to successfully convey information. Furthermore, novice teachers utilize a knowledge base that is rigid, compartmentalized, and may struggle to draw connections between ideas (Meyer, 2004; Tsui, 2009). By contrast, expert teachers have more years of classroom experience, and have a highly developed knowledge base from which they can anticipate questions and support the needs of their learners (Schempp et al., 1998).

As an individual moves from being a novice to an expert teacher, they draw upon a more advanced framework for helping make sense of challenges in educational settings (Meyer, 2004). However, understanding the transition from novice to expert teacher is not straightforward (Berliner, 1988). The amount of experience and background knowledge for

completing this process can impact how an individual moves from novice to expert. Previous research on novice and expert teachers revealed distinct differences between the two, and further demonstrate that shift is complex and takes more than time alone (i.e., Schempp et al., 1998). Adding to this complication is the understanding of what makes someone an expert in something, such as an expert teacher, and if that hinges only on student performance, or on other important contextual factors of schooling (Hoffman, 1998; Ropo, 2004). It is further important to reflect on the role of teacher attrition, and how the role this may impact the differences between novice and expert teachers. The demands on novice teachers are incredible, and often result high levels of burnout. An estimated 20-25 percent of novice teachers leave teaching withing the first one to three years of teaching, and an estimated 39% leave within five years (Clark, 2012). Recent estimates to teacher attrition show even more staggering statistics, perhaps as a consequence of COVID-19 (Pressley, 2021). To this end, it is important to recognize that some of the distinction between novice and expert teachers may be attributed to the fact that many novice teachers leave the field early in their careers. Thus, further complicating the clarity of the distinction between the move from novice to expert teacher.

To further illustrate the distinction between novice versus expert teachers, Hattie and colleagues (2003) examined results from over 500,000 studies on teaching:

> "[Hattie (2003) and colleagues] identified the foremost dimensions of teaching expertise, specifying that expert teachers identify essential representations of their subjects; guide learning through classroom interactions; monitor learning and provide feedback; and positively influence student outcomes (Hattie, 2003). Expert teachers maintain more elaborate understanding than nonexperts, and these structures are

supported by the quality and quantity of knowledge gained through their teaching experience (Clark & Peterson, 1984; Copeland et al., 1994). There are other distinctive qualities of expert teachers that novices need time to develop. These include the ability to integrate a range of knowledge linked to the act of teaching; the manner in which teachers relate to their conceptualizations of teaching within a given context; and the ability to consciously reflect and deliberate about their teaching (Tsui, 2009)."

These findings demonstrate that there are stark and distinct differences between the qualities embodied by expert and non-expert teachers. These differences take time to develop, and require experience, reflection, and knowledge gained in the classroom. It should be acknowledged, however, that experience does not inevitably produce expertise. There are always exceptions to expertise develops in teaching contexts, as one may have less experience, and have the ability to reflect in a way a more experienced teacher does not. As noted by Berliner (1988) and Schempp and colleagues (1998), there is substantial nuance associated with the move from novice to expert, and this nuance is a case for study on its own. Understanding the relationship between experience and tutoring is particularly important in this context because the relationship between educator and learner is more proximal. A tutor who is still working on refining their practice may take on a very different role as a tutor than someone who has more experience. Furthermore, their goals and motivations as a tutor may differ, and in turn, may impact their student. Assessing expertise is difficult in any domain, and this study will follow most research on teaching in using experience as a proxy for expertise, while acknowledging the limitations in doing so (see Stigler & Miller, 2018).

To examine these theories in the context of the current work and research aims, specific theories and approaches will be investigated to address each research question. To

address research question one (what are the goals and motivations of K-12 tutors?), I draw upon Goal Orientation and Self Determination Theory. Goal Orientation will be used to understand tutor goals, and Self Determination Theory will be used to examine tutor motivations. Next, to address research question two (How do K-12 tutors understand the obstacles and successes of tutoring?), I examine Attribution Theory by examining tutor attributions of failures and successes. Research question three (How do tutors describe specific instances of their goals, motivations, success, and suggestions for overcoming challenges they encounter in their tutoring?) uses a deductively driven qualitative coding procedure informed by these theories. Finally, the intersection of all three of these theories will serve as the base for the mixed methods framework and interpretation. A visual representation of the application of these theories, and corresponding analytic procedures, is represented in Figure 1.2.

CHAPTER II

Study I: Exploring Tutor Goals, Motivations, Experiences, and Attributions

"I can help improve my community and the world just by sitting down and helping a child for an hour. A big impact I've had as a tutor was convincing many other people to also tutor."

~ K-12 volunteer tutor

In order to gain a better understanding of what tutors do and why tutors engage in specific tutoring practices, this study aims to elucidate what goals and motivations shape the tutoring provided to different students, and how this varies based on who someone is as a tutor (defined by tutor status, which is paid versus volunteer tutors), experience (how long someone has tutored based on self-reported years spent tutoring), and context (whether tutoring is in-person, virtual, or hybrid). Unpacking the goals and motivations of tutors can provide meaningful insight into *what* tutors do in their practice. To add to this understanding, I will draw upon differences between goals and motivations by analyzing *who* the surveyed tutors are, and how their goals and motivations differ by status, experience, and context. It is important to understand who these tutors are, and how their goals and motivations differ because if there are significant differences in goals and motivations across tutors from different backgrounds, this may affect the kinds of tutoring students receive. These differences can impact student academic outcomes, self-efficacy, and contribute to student equity and access gaps. By understanding these pillars of tutoring (what and how, we can

better understand what motivates different kinds of tutors, how this informs the practice they engage in, and the impact for students who receive tutoring.

To deepen this understanding of tutoring, I examine tutor conceptualizations of successes. How do tutors reflect on effective tutoring, and to what and to whose effort do tutors attribute successes of tutoring? Is success a function of something they have done well in their own tutoring process (i.e., explaining the material clearly), is it something related to their own characteristics (i.e., being patient), or is it based on a particular measurable outcome (i.e., a student doing well on an academic task)? But what happens when things do not go as planned in a tutoring session? In an instructional situation, a tutor may encounter unexpected situations that derail their lesson plans. To understand tutor perceptions about obstacles and challenges in tutoring, I examine attribution theory to understand how tutors are attributing blame (internal versus external locus of control), how blame attribution varies by tutor status (paid versus volunteer tutors), experience (how long someone has tutored), and context (where tutoring takes place). It is important to understand how a tutor attributes blame in a situation when things do not go according to plan because this can help provide recommendations for how to recover from an unexpected situation during tutoring to ensure students are receiving optimal learning experiences. By exploring external versus internal loci of control, I aim to understand what external factors may be impacting tutoring sessions, and how to make recommendations for overcoming obstacles.

The research questions that guide the current study are: **(1)** What are the goals and motivations of K-12 tutors? And how do goals and motivations vary by status (paid versus volunteer tutors), experience (how long someone has tutored), and tutoring context (virtual versus in-person)? **(2)** How do K-12 tutors understand the obstacles and successes of

tutoring? And how does this understanding vary by status (paid versus volunteer tutors), experience (how long someone has tutored), and tutoring context (virtual versus in-person)?

Method

A survey was used to uncover current tutor conceptualizations about their practice. This survey included both quantitative and qualitative questions to understand how current tutors describe their tutoring, including reflections on their goals, motivations, and obstacles encountered in tutoring. The survey consisted of 36 questions, including Likert-type questions, yes/no, open-ended, slider, and demographics. Response options varied by domain and included numeric scale, Likert scale, and open response. The survey was sent out via Qualtrics, and several of the survey questions were adapted from DeFeo and Caparas (2014), which are indicated with a hashtag in the survey. At the end of the survey, participants had the option to provide contact information to be entered into a drawing for one of five gift cards for participation in the survey. They also could indicate their interest in being contacted for participation in a future study concerning their experience as a tutor. For the current study, only the survey questions that were identified as related to the research questions were coded, analyzed, and included in these studies. These are indicated with an asterisk in Appendix A, alongside a comprehensive copy of the entire survey that was distributed to participants. Below, a description of recruitment strategy, the final sample included, and measures utilized are described.

Participants

Recruitment occurred through a variety of methods. Tutoring programs throughout the United States were contacted via email to inquire about potential participation in the survey. In order to seek out potential tutoring programs, I conducted a Google search using the

following key term: “K-12 Tutoring in ‘state name’” (e.g., “K-12 Tutoring in Michigan”) and continued that procedure for all 50 states. I utilized a systematic procedure of examining the first three pages of Google search results and clicking on any results that match my search criteria (i.e., K-12 tutoring programs in the U.S.). I systematically searched through the tutoring program webpages to determine eligibility for participation. Snowball sampling was also used in situations when tutoring programs responded back and asked about sending out the survey to other programs in their network. In this situation, geographic and demographic information about the program was gathered on a case-by-case basis to the best extent possible. As one additional strategy for participant recruitment, a link to the survey was shared via social media with clear inclusion criteria (active K-12 tutor).

A program was deemed ineligible if they do not participate in K-12 tutoring (i.e., only provide tutoring for adult learners). Once deemed eligible, I added the tutoring program to a tracking spreadsheet and sent an email with an introduction of the project and purpose, an invitation to ask additional questions, and a survey link. In some situations, programs requested an informational interview to learn more about the purpose of the project before agreeing to participate.

Tutoring Programs

In total, 75 K-12 tutoring programs representing 50 states, including 15 remote and/or hybrid programs were contacted to request participation in the survey. The final sample included 25 programs that agreed to participate in the survey. These programs represented 12 different states and included 5 programs that operated entirely or partially virtually. Sixty-eight percent (n = 17) of these programs operate entirely on a volunteer basis, and 40% of programs included only in-person tutoring. Once a tutoring program agreed to participate in

the study, the established point of contact (typically the program director) sent out the link to the tutors in their network. Participation in the study was voluntary, and individuals could discontinue participation in the survey at any time. In addition, the end of the survey provided an opportunity (via a separate, de-identified link) to provide participant information to be contacted for participation in a future qualitative study. Relevant information regarding tutoring programs that agreed to participate in the survey are represented in Table 2.1. A visual representation of the geographical distribution of the participating tutoring programs is shown in Figure 2.1.

Tutors

The final post-cleaning sample included 211 K-12 tutors, representing 26 states across the United States. Seventy-eight percent of the tutors identified as female (n = 178), and on average were 24.59 years (*SD* = 12.35). Tutors surveyed represented a variety of educational backgrounds. Approximately twenty-nine percent of surveyed tutors (n = 58) reported completing at least some college, 14.93% (n = 28) reported completing some high school, and a combined 31.34% (n = 63) had at least a college or more advanced degree. The majority of the sample surveyed who reported demographic information identified as White (52.13%; n = 110), followed by Asian (29.70%; n = 60), Black (6.93%; n = 14); more than one race (4.95%; n = 10), and Hispanic/Latinx (3.96%; n = 8). Six percent (n = 14) of surveyed tutors reported receiving structured training, or on-going tutor training. Additional details regarding descriptive information for tutors sampled are provided in the descriptive statistics section under analytic strategy. In addition, full demographic information for the final tutor sample is represented in Table 2.2, and a geographic U.S. map of tutor locations is provided in Figure 2.2.

Missing Data

Survey data was included in the final sample based on the percentage of the survey completed (at least 50% of the survey must have been completed). Online surveys (i.e., Qualtrics) are an efficient way to collect survey data but do have limitations (Morrel-Samuels, 2003). Participants may skim questions, drop out, or lose interest, among other potential problems that might impact the quality, quantity, and representativeness of the overall data. Following best survey practices, I offered a chance at a monetary incentive to mitigate attrition (see Pit et al., 2014), and kept question length short to reduce cognitive load for survey-takers. I also limited time length and included a progress bar so a participant could monitor survey progress and come back to their survey in the event of fatigue (Parsons, 2007). Further, I limited the use open-ended responses to where this mode of response was necessary for the variables of interest.

Despite implementing these best practices for survey taking, some participant attrition was expected. Overall, there were 360 survey responses, which included 149 responses that were not included in the final sample. This included a number of participants who consented but did not complete the survey. Responses that were opened to the first page but did not continue beyond consent (2% of survey completion completion) accounted for the majority of the incomplete data (61.74%; n = 92). Furthermore, a large number of participants opened the survey to the first response page, and completed the first page of the survey, but did not continue past that point (completing only 11% of the survey). This accounted for 11.4% (n = 17) of survey responses. A larger number of participants opted not to complete the survey beyond the 50% cutoff point, demonstrating a monotonic pattern in the remainder of the missing data. In this case, the allocated time frame to complete the survey closed after the

designated time (one week) or they may have closed the survey, and the incomplete survey results were recorded. This accounted for 26.85% (n = 40) of the missing data. Given that the largest number of participants opted out of completing the survey at the point of consent, this may be indicative of the language in the consent form, information about survey length, interest in completing the survey, or participant eligibility (e.g., they may not be K-12 tutors, or fit the eligibility requirements of the study). These are important considerations for future survey-based studies.

To determine whether data were missing at random, the auxiliary variable 'tutor experience' (how long someone has tutored) was used to calculate the percentage of missing or incomplete surveys. Importantly, this question was presented as the very first question on the survey, so even if a participant opted out from completing the entire survey, information about their tutor status was generally recorded. This was checked to ensure there was an equal distribution between tutor experience (novice, emerging, and advanced tutors) represented in the completed sample. An unequal distribution might represent sampling error, skewed data, or a flawed survey design, which could impact the overall study. Based on the auxiliary variable of tutor experience, data appear to be missing at random. Incomplete survey data from novice volunteer tutors represented 42.11% (n = 24) of the unused sample, incomplete survey data from emerging tutors represented 40.35% (n = 23) of the unused sample, and incomplete survey data from advanced tutors represented 17.54% (n = 10) of the unused sample. Taken together, missing data based on the auxiliary variable of tutoring experience demonstrate that missing data are likely not problematic for the overall final dataset used in these studies. Full results for missing data based on tutor experience are represented in Table 2.3.

Measures

In order to capture the variables of interest for the current study (goals, motivation, attribution, successes, status, and experience), specific measures were used for each variable. These variables corresponded to particular questions that were presented within the survey, as noted in Appendix A with asterisks. In some instances, the survey questions yielded qualitative data, which was organized, read, coded categorically, and represented quantitatively. Each of the measures used, relevant coding procedures, validations, and additional information pertaining to each of the measures are described below.

Goal Orientation

To code for tutor goals, the survey question "What are your goals for the students you tutor?" was coded using three different potential orientations toward a goal. Responses to this question were open-ended and yielded qualitative data from participants. To capture tutor goals, responses were coded in three non-mutually exclusive categories into the adapted framework. These categories included three kinds of goals: 1) immediate goals (i.e., gaining academic success), 2) broader academic-related goals (i.e., building confidence and competence specifically related to school performance), and 3) larger life goals (i.e., establishing a love of learning and refining career goals).

Before assigning codes, each response was assessed to determine if it was considered "on task," or considered to be a usable datapoint. Responses that were considered to be on task were those directly related to the survey questions and contained meaningful information. Responses were considered to be "off-task" if they were not related to the survey questions, or if they were filler text and/or responses that did not contain meaningful responses. For example, if an individual did not understand the survey question and responded, "10 months"

to the question “what are the goals for the students you tutor?” their data was not included in the coding. In the current study, only partial responses were considered off-task, and all data included in the final sample were considered “on-task” responses.

In order to determine interrater reliability, all participant responses were coded independently by me and a second, trained coder. The second coder had experience as a tutor and had received extensive training on qualitative coding. Coding disagreements were resolved through discussion and under some circumstances, with the resolution of a third trained individual. The phase of coding required that the independent coders agreed on the on-task coding. In this stage of coding, interrater reliability was established at 91%.

A comprehensive version of the codebook can be found in Appendix B. It is important to note that the final codes were not mutually exclusive, as participants often discussed more than one of the established codes in a single response.

Motivation

In order to code for participant motivations, Deci and Ryan’s (1985) Self-Determination Theory was used as a framework to distinguish between intrinsic and extrinsic motivations in participant responses. To understand motivations, codes were assigned to the survey question “Why did you become a tutor?” This survey question was open-ended and yielded qualitative data from participants. Non-mutually exclusive codes for intrinsic and extrinsic motivations for each participant response. In some cases, responses represented aspects of both intrinsic and extrinsic motivation, and so were coded to represent both kinds of motivations.

Prior to assigning motivation codes to responses, the qualitative data was checked for “on-task” responses utilizing the procedure noted above. Interrater reliability for motivation

responses was established at 90.6%. The coding manual developed and used for coding tutor motivations is available in Appendix C.

Attribution Theory

In order to understand how tutors attribute blame when things do not go as planned during a tutoring session, and when things are considered successes, participant responses were coded using Attribution Theory (Heider, 1958; Weiner, 1985). Attributions will be considered in two ways: first as obstacles, and second, as successes. First, by assigning non-mutually exclusive codes to the qualitative survey question "what obstacles do you encounter as tutor?" this approach aims to determine who or what tutors blame for why something happens. In this first phase of coding, participant responses were coded to understand where the attribution is perceived to be through the internal locus of control, the external locus of control, neither, or both. These categories were not mutually exclusive (i.e., a participant may attribute loci of control internally and externally).

The vast majority of responses were coded as external locus of control (n = 189; 82.17%). Thus, it was important to further elucidate what subcategories are represented within this category by establishing subcategories of external attributions. To do this, subcodes were established using in vivo coding, followed by pattern coding, to develop five non-mutually exclusive sub-categories representing external locus of control. These categories included: 1) technology; 2) student motivation/engagement; 3) interpersonal connection; 4) resources; and 5) other. Following similar coding procedures, interrater reliability was established with a second, trained coder. This was established at 91% for phase one, and 86% for phase two (external subcategories). A comprehensive code book, including descriptions of the coding process and examples of is represented in Appendix D.

Success

To further understand attributions, a measure of conceptualizations of tutor success is used. To do so, an open-ended survey question yielding qualitative data was selected to be coded into three non-mutually exclusive categories. By considering the question, "how would you describe effective tutoring?" I examined to what tutors attributed effective and successful in their tutoring experiences. This was performed using an adapted version of Harootunian and Yarger's (1981) framework of teacher conceptions of their own successes in the classroom. In the initial coding system, Harootunian and Yarger qualitatively categorized teacher success as cognitive, affective, or other. After applying this initial framework to the qualitative responses, more than 50% of codes were classified as "other." To adjust the coding system and better honor the voice of participants, modifications were made to the initial codebook to better represent and categorize participant responses. This process involved reading through all responses and using pattern coding to establish coding categories using an analytic strategy. Using this method, four non mutually exclusive final coding categories were established. These included the following: 1) process (i.e., actions that go into tutoring, and the implementation of tutoring); 2) outcome (i.e., knowledge, skills, and/or abilities that one develops, learns, and or demonstrates as a consequence of being engaged in tutoring); 3) characteristics (i.e.,, what attributes someone brings to a tutoring experience to enhance the experience), and 4) other (any other response that does not fit in the coding system outline above).

As with previous qualitative coding procedures, responses were checked for responses that were deemed "off-task" or irrelevant to the question, and interrater reliability was established with a second, trained coder (88.3% in the final iteration). A comprehensive

coding manual for tutor conceptualizations of successes is provided in Appendix E.

Experience

To operationalize the experience of tutors surveyed, the data reported were categorized into a new variable to reflect their experience as novice, emerging, or advanced tutors. Survey data collected was reported as years of tutoring experience (e.g., < 1 year, 1-3 years, etc.). Respondents could select from six total mutually exclusive categories with the maximum category as 10 or more years of experience, and minimum of 1 year of less of tutoring experience. These categories were re-coded into three mutually exclusive categories of experience based only on years of experience as a tutor. These categories were represented as the following: a novice tutor is one who reported one year of experience or less of involvement in tutoring. An emerging tutor is represented as someone who has one to three years of tutoring experience. Tutors who are characterized as advanced when they reported having three or more years of experience as a tutor.

It is important to note that in this circumstance, experience is representative only of the years that someone has been a tutor. It is common in studies of teaching to use experience as a proxy for expertise, but it is important to bear in mind that it is only that – experience does not inevitably lead to expertise or to effectiveness as a tutor. For example, according to Stigler and Miller (2018), "The problem with conflating experience and expertise has long been recognized (e.g., Berliner, 1986). Despite this, experience still has been the main variable used to indicate expertise in teaching…" (p. 438). This distinction is essential to keep in mind when considering experience of the tutors in this current study. The current work will also use this framework and consider future directions for measuring experience versus expertise in the discussion.

Tutor Status

To determine tutor status, respondents self-identified by indicating whether or not they request payment for their tutoring services. By asking "do you request payment for your tutoring services" on the survey, respondents could indicate with mutually exclusive yes/no response options if they tutor as paid tutors or provide tutoring on a volunteer basis. By selecting the response option "yes," one's tutor status was determined to be "paid" and selecting "no" indicated a status as a volunteer tutor. An additional option of "other" with optional text box was provided for tutoring options such as tutoring for course credit, required community service, only requiring payment on a case-by-case basis, or otherwise.

In the event a respondent selected response option "yes," question, a new block of questions was generated using branch logic. These questions helped determine whether paid tutors charged the same rate for all students (yes/no), and how the cost for tutoring is determined (open ended response option). Using branch logic, these questions were only generated for paid tutors.

Analytic Strategy

After first using a systematic procedure for data cleaning, and utilizing best practices for missing data, I conducted preliminary analyses (descriptive statistics including means, standard deviations, and correlations) to understand correlations between independent variables and ensure there are no hidden relationships among variables (Menard, 2002).

Next, I used multiple chi-squared tests to test for differences between observed data and expected data to determine if relationships among independent and dependent variables were due to chance. By examining each categorical independent variable (tutor status, tutor experience, and tutor context) in relation to each categorical dependent variable (motivations,

goals, attributions, and successes), I examine differences between each categorical variable to test for independence between expected and observed results. With this approach, we can understand if differences in tutor status, context, and experience, predict variation in goals, motivations, and attributions.

All analyses were conducted using IBM SPSS Statistics version 28.0.1. Preliminary analyses are described at the individual independent and dependent variable levels, and by correlations in sections following.

Descriptive Statistics

Status

The majority of tutors surveyed (58.77%; n = 124) identified as volunteer tutors who do not accept any form of payment for their tutoring services. Further examining tutor status, 38.39% of surveyed individuals (n = 81) reported receiving payment, and 4.27% (n = 9) reported receiving an alternative kind of compensation (e.g., college course credit) for tutoring rendered.

Experience

Years of tutoring experience was used as a proxy for tutor expertise in the analysis. The largest subset of tutors reported an emerging level of experience, operationalized as 1-3 years of experience (40.28%; n = 85). Thirty-one percent (n = 67) of individuals surveyed are considered more advanced tutors, having 3 or more years of tutoring experience, and 29.38% (n = 62) are novice tutors, having one year or less of tutoring experience.

Context

Sixty-five percent of tutors surveyed (n = 138) reported tutoring virtually only, and 22.27% (n = 47) reported in-person tutoring only. In addition, 13.74% (n = 29) reported some combination of both in-person and virtual tutoring.

Goals

Because tutor goals were classified as a non-mutually exclusive variable across three categories (immediate academic goals, broader academic-related goals, and larger life goals), the data are described in multiple ways. First, tutors who described only immediate academic goals represented 58.29% (n = 123) of tutors surveyed. Broader academic goals only were a focus of 30.81% of tutors (n = 115), and 9.0% of tutors (n = 27) reported focusing on only larger life goals.

When taking multiple goals into consideration, 23.23% of surveyed tutors (n = 49) reported holding two goals. Of these two goals, immediate and broader goals were the most commonly held together (20.38%; n = 43), followed by broader academic-related goals and larger life goals (2.37%; n = 5), and immediate academic goals and larger life goals had the lowest representation (<1%; n = 1). Of the tutors surveyed, only 2 tutors reported all three goals as their focus (~1%). See table 2.4 for full breakdown of tutor goals.

Motivations

Similar to tutor goals, survey responses for motivations could be categorized into multiple non mutually exclusive categories (i.e., intrinsic and extrinsic). Tutors who responded that they were only extrinsically motivated represented 15.64% (n = 33) of the sample, and tutors who reported only being intrinsically motivated represented 60.19% (n =

127) of the sample. Finally, tutors who reported being motivated both intrinsically and extrinsically represented 19.91% (n = 42) of the survey sample (see Table 2.5).

Attributions

In the first phase of coding for attributions, it was revealed that the majoring of obstacles was attributed to external loci (n = 189; 82.17%), as compared with internal attributions, which accounted for 17.83% of responses (n = 41). To further illuminate these external attributions, the responses were coded into subcategories. Results demonstrated that student motivation/engagement was the largest reported external obstacles (n = 82; 43.39), followed by technology (n = 64; 33.86%), and interpersonal connections (n = 23; 12.71%). Full subcategories and descriptive statistics for attributions are represented in Table 2.6.

Successes

Tutor conceptualizations for attributions of success were categorized into non-mutually exclusive categories as process (what happens during tutoring), outcome (what happens as a result of tutoring), or characteristics (who is involved). When examining respondents who indicated only one characteristic of tutor success, results demonstrated that the majority of tutors (44.27%; n = 58) attributed outcome to success. For characteristics, 31.29% (n = 41) of tutors surveyed reported this as the only source of success, and 24.43% of tutors (n = 32) reported outcome as being the source of success.

Given the non-mutually exclusive categorization of this variable, multiple success-categorizations were also accounted for. The majority of tutors reported that tutor success is attributed as a result of process and characteristics together (54.17%; n = 39). Additionally, 26.39% (n = 19) reported success as both attributions of outcome and characteristics together, and 19.44% (n = 14) responded that success is a function of process and outcome. Finally,

4.74% (n = 10) of surveyed tutors reported that all three aspects (process, outcome, and characteristics) are necessary attributions for tutor success. These results are reported in Table 2.7.

Results

Correlations

To examine relationships among the independent, as well as the dependent variables, bivariate correlations were calculated. Results demonstrated some noteworthy associations among variables. There was a positive correlation between immediate academic related goals and extrinsic motivations ($r(209) = .14$, $p < .05$). This indicates that tutors who are extrinsically motivated are also more likely to focus on immediate academic goals. In addition, a negative correlation was found between broader goals and immediate goals ($r(209) = -.38$, $p < 0.01$). This indicates that tutors distinguish between these two types of goals overall, but do not necessarily focus on both. An additional negative correlation was revealed between broader life goals and larger life goals ($r(209) = -.22$, $p < .05$). This may further confirm that tutors distinguish between goals, but again, do not focus on multiple goals.

When considering tutor demographics, a negative correlation was found between tutor age and tutor payment status. The younger a tutor is, the less likely they are to receive payment for their tutoring services ($r(209) = -.35$, $p < 0.01$). Further, a positive correlation was found between tutor age and tutor experience (how long they have tutored). The older someone is, the greater level of tutor experience they are likely to have (r (209) = .42, p <0.01). Thus, age and experience are considered as separate variables due to this variation. Such a distinction between age and experience will be taken into consideration in future analyses.

Additionally, there was a positive correlation between tutor age and larger life goals, meaning the older a tutor is in years, the more likely they are to focus attending to larger life goals with and for the student ($r(209) = .17$, $p = .014$). A positive correlation was also found between tutor age and intrinsic motivation ($r(209) = .16$, $p < .05$). The only significant correlation for gender was a positive correlation between payment and gender. Tutors who identified as female reported receiving payment for tutoring more often than male tutors ($r(209) = .14$, $p < .05$). More details on the statistical results can be found in Table 2.8.

Chi-Squared Tests of Independence

I was interested in whether different groups of tutors had different goals, motivations, and attributions for their success and challenges. In each of these areas, I used Chi-Squared tests of Independence to see whether there were significant differences between groups, looking at each categorical independent variable (tutor status, tutor experience, and tutor context) by each categorical dependent variable (motivations, goals, attributions, and successes). The results are presented in order according to each research question.

Research Question 1: What are the goals and motivations of K-12 tutors? How do goals and motivations vary by status (paid versus volunteer tutors), experience (how long someone has tutored), and tutoring context (virtual versus in-person)?

Goals

To first examine this research question, tutor goals (immediate academic, broader academic related, and larger life goals) were each examined by tutor status (paid versus volunteer), experience (years of tutoring experience), and context (virtual versus in-person tutoring). Each of the results are presented, including with independent variables as subcategories, below:

Status

Whether or not someone receives payment for tutoring did not predict the kind of goals they focus on in tutoring sessions. A Chi-Square Test of Independence was performed to assess the relationship between tutor status and immediate goals. There was not a significant relationship between the two variables, χ^2 (2, N = 211) = 1.41, p = .493. Paid tutors are not less likely to focus on immediate academic goals. Further, an additional Chi-Square Test of Independence was performed to assess the relationship between tutor status and broader academic-related goals. This test also demonstrated that there was not a significant relationship between the two variables, χ^2 (2, N = 211) = 1.48, p = .476. Paid tutors are not less likely to focus on broader academic goals. Finally, a Chi-Square Test of Independence was performed to assess the relationship between tutor status and larger life goals. This test also demonstrated no significant relationship between the two variables, χ^2 (2, N = 211) = 1.43, p = .490. Overall, these results demonstrated that there were no significant relationships among any kind of tutor goals and any of the independent variables examined.

Experience

Amount of tutoring experience someone reports having demonstrated no relationship between the kind of goals they report focusing on in their tutoring sessions. First, a Chi-Square Test of Independence was performed to assess the relationship between tutor experience and immediate goals. This demonstrated no significant relationship between the two variables, χ^2 (2, N = 211) = 1.24, p = .54. Tutors with more experience are not more likely to focus on immediate academic goals. Next, a Chi-Square Test of Independence was performed to assess the relationship between tutor experience and broader academic related goals. This test also demonstrated no significant relationship between the two variables, χ^2 (2,

N = 211) = .003, p = .999. Tutors with more experience are not more likely to focus on broader-academic related goals. A final Chi-Square Test of Independence revealed no significant relationship between tutor experience and larger life goals, χ^2 (2, N = 211) = 4.32, p = .115. Overall, these results demonstrate that tutoring goals and tutoring experience have no impact on each other.

Context

Whether someone tutors in-person or virtually, or they context in which tutoring occurs, does not determine the kind of goals a tutor will focus on. When examining tutor context, no significant relationships were revealed between tutor context (if they tutor online or in-person) and their goals as a tutor. A Chi-Square Test of Independence was performed to assess the relationship between tutor context and immediate goals. This demonstrated no significant relationship between the two variables, χ^2 (2, N = 211) = 2.73, p = .253. Individuals who tutor in-person are not more likely to focus on immediate academic goals. Next, a Chi-Square Test of Independence assessed the relationship between tutor context and broader academic related goals, revealing no significant relationship between the two variables, χ^2 (2, N = 211) = 3.95, p = .139. Tutor context does not impact if an individual is more likely to focus on broader academic related goals. Finally, a Chi-Square Test of Independence was performed to assess the relationship between tutor context and larger life goals. This demonstrated no significant relationship between the larger life goals and tutoring context, χ^2 (2, N = 211) = 3.39, p = .184. Overall, tutoring context does not determine the kind of goals a tutor will focus on.

Motivations

Next, I examined the relationship between tutor motivations (intrinsic and extrinsic) and tutor status, experience, and context. As with the previous section, each of the results are presented with independent variables as subcategories below:

Status

Tutor payment demonstrated no relationship between motivation. First, a Chi-Square Test of Independence was performed to assess the relationship between tutor status and intrinsic motivation. Results demonstrated that there was not a significant relationship between the two variables, χ^2 (2, N = 211) = 5.75, p = .750. Paid tutors did not report being more intrinsically motivated. Next, a Chi-Square Test of Independence was performed to assess the relationship between tutor status and extrinsic motivation. This test also demonstrated no significant relationship between the two variables, χ^2 (2, N = 211) = 1.87, p = .393. Overall, tutor motivation does not seem to be impacted by tutor status, defined as payment.

Experience

Tutor experience does not impact whether an individual is intrinsically or extrinsically motivated. To assess the relationship between tutor experience and intrinsic motivation, a Chi-Square Test of Independence was performed demonstrating no significant relationship between the two variables, χ^2 (2, N = 211) = 3.39, p = .183. Tutors with more experience are not more likely to report being intrinsically motivated. Next, a Chi-Square Test of Independence was performed to assess the relationship between tutor experience and extrinsic motivation. Again, results demonstrated that there was not a significant relationship between

the two variables, χ^2 (2, N = 211) = 2.24, p = .327. Whether a tutor is intrinsically or extrinsically motivated is not impacted by experience.

Context

Finally, tutor context (whether someone tutors in-person or online) was examined for relationships with tutor motivation, demonstrating no relationship between motivation and context. First, I assessed the relationship between tutor context and intrinsic motivation using a Chi-Square Test of Independence, which demonstrated no significant relationship between the two variables, χ^2 (2, N = 211) = 2.32, p = .313. In other words, tutoring in-person does not make someone more intrinsically motivated. Next, a Chi-Square Test of Independence was used to examine assess the relationship between tutor context and extrinsic motivation, also demonstrating no significant relationship between the two variables, χ^2 (2, N = 211) = .940, p = .625. Overall, where someone engages in tutoring (in-person or online) does not impact their motivation (intrinsic versus extrinsic).

Research Question 2: How do K-12 tutors understand the obstacles and successes of tutoring? How does this understanding vary by status (paid versus volunteer tutors), experience (how long someone has tutored), and tutoring context?

Attributions

To address research question two, tutor challenges (internal versus external locus of control) were each examined by tutor status, experience, and context. Attributions are also examined by tutor categorization of success (process, outcome, or characteristics). Each of the results are presented with independent variables as subcategories below:

Challenges

First, I examined the relationship between perceived tutor challenges (internal attributions or external attributions) and tutor status, experience, and context. These are described in the sections that follow:

Status

First, I assessed the relationship between tutor status and attribution of external challenges using a Chi-Square Test of Independence, which demonstrated no significant relationship between the two variables, χ^2 (2, N = 211) = 3.93, p = .140. In other words, receiving payment for tutoring does not make an individual more likely to attribute external blame. However, a Chi-square tests for internal attributions revealed marginal significance between paid tutor status and blame χ^2 (2, N = 211) = 3.71, p = .054. This indicates that if tutors are paid, they are more likely to attribute failures to themselves. In addition, all tutors, but especially more experienced tutors, were significantly more likely to report that lack of resources was perceived as external obstacles χ^2 (2, N = 211) = 6.06, p = .04. Overall, this indicates that payment had some marginal impact on how tutors attribute external blame, and lack of resources was the most significant kind of external obstacle reported.

Experience

There was no significant relationship between tutor experience and attribution of tutoring obstacles. I assessed the relationship between tutor experience and attribution of internal challenges using a Chi-Square Test of Independence, which demonstrated no significant relationship between the two variables, χ^2 (2, N = 211) = 3.94, p = .139. This indicates that there is no relationship between level of tutor experience and attribution of obstacles. Further, a Chi-Square Test of Independence was used to assess the relationship

between tutor experience and attribution of external challenges, which demonstrated no significant relationship between the two variables, χ^2 (2, N = 211) = 4.93, p = .085. Overall, there was no impact on the relationship between internal or external attribution of tutoring challenges and tutoring experience.

Context

Whether an individual tutors in-person or virtually had no impact on internal or external attribution. A Chi-Square Test of Independence was used to assess the relationship between tutor context and attribution of internal challenges, which demonstrated no significant relationship between the two variables, χ^2 (2, N = 211) = .084, p = .959. In addition, I assessed the relationship between tutor experience and attribution of external challenges using a Chi-Square Test of Independence, which demonstrated no significant relationship between the two variables, χ^2 (2, N = 211) = 3.50, p = .174. This indicates that there was no relationship between a tutor context and their source of blame attribution.

Successes

Next, I examined the relationship between perceived tutor successes (process, challenge, or characteristics) and tutor status, experience, and context, which are described below:

Status

A Chi-Square Test of Independence was used to assess the relationship between tutor status and successes as a result of tutor characteristics revealed no significant relationship between the two variables, χ^2 (2, N = 211) = 1.16, p = .558. In addition, further Chi-Square Test of Independence demonstrated no significance between tutor status and success as a result the tutoring process, χ^2 (2, N = 211) = 1.29, p = .524. Finally, a Chi-Square Test of

Independence demonstrated that there was no significant relationship between tutor status and tutoring success attributed to the outcome, χ^2 (2, N = 211) = .066, p = .968. Taken together, these results demonstrate that there were no significant relationships between tutor status and any attribution of success.

Context

A Chi-Square Test of Independence was used to assess the relationship between tutor context and attributing successes as process. This demonstrated no significant relationship between the two variables, χ^2 (2, N = 211) = .391, p = .823. This indicates that there is no relationship between tutor location and attributing success to the process of tutoring. Next, a Chi-Square Test of Independence was used to assess the relationship between tutor context and attributing successes as the outcome. Results demonstrated no significant relationship between the two variables, χ^2 (2, N = 211) = 3.53, p = .171, indicating no relationship between tutor location and attributing the outcome to the tutoring outcome. Finally, Chi-square tests for tutor success revealed no significance between context and successes as a result of tutor characteristics, χ^2 (2, N = 211) = .286, p = .867. Taken together, this demonstrates that there was no relationship between tutor context and attributions of success.

Experience

Chi-square tests for tutor success revealed significance between experience and successes as a result of tutor characteristics, χ^2 (2, N = 211) = 8.49, p = .014. This indicates that as tutors gain more experience, they are more likely to credit tutoring success to their own characteristics, and attribute success to their own characteristics as a tutor, whereas less experienced tutors are more likely to attribute success to external factors. All other tests for

significance of attributions by experience, status, and context did not demonstrate statistical significance. Chi-Square results are presented in Table 2.9 and 2.10.

Discussion

Taken together, these results suggest that the majority of tutors surveyed are focused on responding to immediate academic outcomes, such as helping with homework, providing support with test preparation for upcoming assessments, and supporting immediate academic requirements. Further, this may indicate that the majority of tutors surveyed may not be equipped to provide skills beyond pressing academic needs and may not be prepared with the necessary training and/or skills to support student goals beyond immediate academic support. Tutors report being more invested in supporting immediate academic goals, with some shift toward larger life goals with more tutoring experience. This perhaps implies that tutors surveyed may be beginning to think about how to scope toward larger goals for the students, but instead, rest on fostering their student's academic skills. This may be amplified by the ongoing COVID-19 pandemic, during which the data were collected. In the midst of school closures and staffing shortages, many families are utilizing individual tutoring to keep their children on track academically. With a concern on keeping students at grade level and helping foster resilience in overcoming obstacles related to the pandemic, tutors may be more likely to prioritize immediate goals to provide one way to prevent further declines to academic performance. This, however, does beg a larger question related to educational equity, which will be discussed in the conclusion of this dissertation.

To that end, the majority of tutors surveyed perceive their role as tutors as a way to support immediate shortcomings in classroom instruction, and support immediate unfinished learning, rather than support long term academic and interpersonal development of the

students they tutor. In turn, this approach of conceptualizing goals for the students tutored might not have long term benefits for the students, and tutoring may only benefit students in the short term. This may also have implications for tutor recruitment, tutor training, and tutor retention (i.e., tutor burnout). In the face of challenges, novice tutors were especially likely to place the blame on obstacles outside of their own control. This may indicate that tutors with fewer years of experience have a less robust and well-developed toolkit to persevere through difficult circumstances, and this might contribute to burnout. This leads to an important question about how to achieve the delicate balance of intentionally communicating what effective tutoring requires, establishing sufficient person power, equipping them with proper resources, and maintaining longitudinal buy-in. Potential strategies to address this are proposed in the conclusion of this dissertation.

Further examining these results, I can conclude that there are no differences between goals and motivations based on tutor status, experience, and context. It seems that all tutors enter tutoring with similar mindsets, which is to help support students, but things seem to diverge in terms of the way tutors attribute their failures and successes. Challenge and success attributions of tutors seem to be areas that set tutors apart the most in this current study. Tutors who are considered more advanced are more likely to report that resources are not an obstacle. Perhaps this indicates that as tutors gain more experience, they develop the ability to reflect inwardly and understand that their failures and successes are more a function of their own behaviors as tutors, rather than factors in the tutoring environment (e.g., resources). More experienced tutors may develop more adaptive attributions and may be more self-focused, and able to think about how their behaviors impact their students. Another possibility may be that tutors who are more experienced are more likely to tutor with programs that are more well-

resourced. The characteristics of particular tutoring programs could have an important impact on tutor retention, and this could be affecting why some individuals decide not to continue tutoring. Understanding the relationship between tutoring programs and availability of resources is an important area for further study in order to consider attributions, motivations, and goals.

These possibilities beg a larger question about the kind of stories we tell ourselves when things go right, and perhaps more importantly, when things do not go as planned. The stories a tutor tells themself, and perhaps to those around them, may inform their behavior, experiences, reflections, and desires to stay committed to tutoring. Are tutors with more experience telling more adaptive stories, or are tutors with less experience unsure of what to do, or is there another narrative?

It is important to explore more of the nuance of tutoring experiences from an individual, qualitative perspective to understand more about what is happening at a more granular level. To understand more of this narrative, and shed more light on these individual tutoring experiences, a future qualitative study will be used to elucidate the individual experiences of tutors.

These results and implications from this study will be taken into further consideration and discussed more thoroughly in a mixed methods interpretation in Chapter IV of this dissertation.

CHAPTER III

Study II: Tales of Tutoring: Learning from Experience

"The greatest asset of a tutor is not just command of content material. It is the willingness to be flexible and to always see the child first and learning outcomes second."

~K-12 Paid tutor

On tutoring, Topping (2000) writes, "Tutoring can be very effective. But it is not automatically effective" (p. 30). This quote anchors the important experiences of the educational journey for tutors and paves the way for the query that guides this current study. The results from the quantitative experience of tutors (Study 1) demonstrated only some statistically significant differences between the goals, motivations, and obstacles experienced by tutors. Further investigation is needed in order to elucidate qualitative differences that may exist beyond what was reveled quantitatively in Study 1. Understanding tutor experiences from a more nuanced perspective will provide a more holistic representation of these important experiences and practices. Without these important perspectives, we are left to wonder about who is making important decisions regarding tutoring, what motivates their behaviors, and what their experiences can teach us. This knowledge gap is part of a bigger question Topping (2000) considers in the learned practice of tutoring. To uncover this, a

qualitative study will provide important insight into the perspective, insights, and experiences of tutors from different backgrounds to explore the rich experiences of K-12 tutors.

How do tutors decide how to tutor? How do tutors decide what moves to make in the moment? What are their goals and motivations for tutoring? What and who else informs these expectations and ideas? Most importantly, what can we learn from collect voices of other tutors? These questions, among others, will be explored through qualitative semi-structured interviews to shed light on the important question, "How do tutors describe their tutoring experiences, and how do these experiences differ by tutoring type and shape the decisions they make as they tutor a student?" Using the quantitative results from Chapter II (Study I), I build upon these findings to understand more about the nuanced perspectives and conceptualizations of tutors through interviews with practicing tutors.

Tutors from different backgrounds can discuss their motivations and goals and offer insight into what they perceive works and what areas they continue to navigate in their respective tutoring experiences. I argue tutors from different backgrounds will describe different understandings of their work, reflection on the importance of different stakeholders, and offer insight into what works and what areas they continue to navigate in their respective tutoring experiences. Understanding the variety of these important perspectives will enable us to better understand the successes and challenges tutors encounter and help provide recommendations for supporting moving tutoring forward in an effort to reduce equity and access gaps.

Through qualitative semi-structured interviews with current tutors from different backgrounds and the collection of survey data, I aim to honor the voice of practicing tutors in order to carefully and purposefully establish a broad understanding of how and why different

tutors conceptualize their practice and represent their in-depth knowledge about tutoring experiences.

Method

To develop a deeper and more nuanced perspective on the role of tutoring, including the obstacles encountered by different kinds of tutors, this study employed a qualitative approach to understand tutor experiences through semi-structured interviews. The interviews covered three broad sections of tutoring experiences: their background and experiences as tutors, tutor goals and motivations, and successes and obstacles encountered in tutoring. The use of semi-structured interviews is of particular value for this study because it provides the opportunity to engage in deep open-ended conversations by exploring thoughts, feelings, and experiences with tutors through discussion centered around their own experiences (Carruthers, 1990; Harvey-Jordan & Long, 2001). In addition, semi-structured interviews provide the opportunity for participants to provide additional thoughts, experiences, and topics beyond the questions included in the interview protocol (Rabionet, 2011). This approach of using focused and conversational communication with a research participant allows for flexibility and two-way communication through probing questions, as needed. Examples of probing questions include: Can you talk more about the tutor training you received? Can you describe resources you use to maintain student motivation? The full interview protocol used for the semi-structured interviews is available in Appendix F.

Interviews were conducted by one trained interviewer and were conducted via Zoom Video Conferencing for one hour. After receiving verbal assent from participants, each session was video and audio recorded. Prior to the interview, participants were provided with the interview questions for their reference. All interviews were transcribed verbatim via

Otter.ai; real-time artificial intelligence transcription software. In addition, field notes were taken to capture additional nuances of the interview, including non-verbal participant cues, probing questions asked, potential thematic coding ideas, and so on. Field notes are a widely recommended important method used to "[construct] thick, rich descriptions of the study context, encounter, interview, focus group, and document's valuable contextual data" (Phillippi & Lauderdale, 2018, p. 381).

Post interview, brief summaries were created for each interview as a way to overview and understand the overall data in the transcript. These summaries allowed me to think more about key themes that might appear in the transcripts and recall context for data categorization during the coding and analysis process. Given the non-sensitive nature of the data, member checking, a technique used validate initial findings with participants as a check for trustworthiness, was used to ensure accurate portrayal of participant voices, and to add credibility to the qualitative data (Creswell & Miller, 2000). Member checking is a recommended method in qualitative research to ensure the credibility of the data (Creswell & Miller, 2000). Intentional steps were taken to avoid mistakes of member checking, as recommended by Carlson (2010), including cleaning the transcript to reduce the cognitive ask of participants, informing participants of intentions of member checking, and allowing for an opt-out option. Participants were provided with a draft transcript of the interview to review, and provide additional thoughts, edits, and changes as needed. Changes or corrections to the transcript were requested within one week of receipt of the transcript. As an additional way to approach member checking, participants were provided with a copy of the draft of the report, as represented in Appendix G and H.

Participants

Individuals who participated in the quantitative survey (Study I) had the opportunity to indicate interest in being contacted for participation in the qualitative interviews (N = 72). Thus, purposeful random sampling of 13 practicing K-12 tutors was conducted for participant recruitment for the current study. Nine interviewees identified as female and four identified as male. Participant ages ranged from 18 to 65 years old (*M* = 33.8 years, *SD* = 13.29). Five tutors reported conducting in-person tutoring, and eight tutors reported tutoring virtually through platforms such as Zoom. Tutors reported actively tutoring between 1.5 to 45 years (*M* = 11.19*, SD* = 11.98*).* Eight tutors reported a status as paid tutors, and five tutors reported tutoring on a voluntary basis. Full tutor profiles, including geographical location, years of experience, and other demographic data are reported on an individual level in Table 3.1.

Analytic Strategy

The first step in analysis was pre-coding the data (Saldaña, 2016). Before deciding what coding method or methods best fit the data, transcripts were organized in a way that would effectively lend the transcripts to coding. This was done by organizing the transcripts in Excel, establishing conventions for when different speakers were talking, adding timestamps, and adding columns for the codes that would eventually be applied to portions of the transcripts. The unit of analysis was determined to be at the utterance level. Each utterance was identified as one complete, uninterrupted thought from a speaker. A new utterance began when a new speaker was introduced. To organize the transcripts, a column was established for speaker, time, utterance, on task, notes and final code. After the transcripts were organized, each of the transcripts were read through, and preliminary jottings and noticings were added to the transcripts.

As a next step, I created a list of themes across goals, motivations, successes, and obstacles that mapped onto the framework from Study I. The theoretical framework established in Study I was a good fit because rather than using grounded theory, this framework allowed for an understanding of the intersection of goals, motivations, and attributions, and how those theories map onto an overall understanding of the experiences of K-12 tutors. As a first cycle for coding, in vivo coding was used to attune the perspective of the participants and ensure their authentic viewpoint was being privileged (Esposito & Evans-Winters, 2021; Saldaña, 2016). Pattern coding was used to categorize codes and establish coding categories using an analytic strategy. This systematic and meaningful approach provides the opportunity to think deeply about potential codes in an intentional way that centers the participant experience in line with the research question (Clarke & Braun, 2013).

These codes were used to determine broader themes for reflexive thematic analysis. "The goal of a thematic analysis is to identify themes, i.e., patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue" (Maguire & Delahunt, 2017, p. 3353). Thematic analysis was an appropriate fit for this study to address the overall research question given the exploratory nature of the question. Reflexive thematic analysis is considered a "paradigmatically flexible analytical method" (Byrne, 2022, p. 1393), and given the iterative and fluid coding approach implemented, this is an ideal fit to honor participant voices.

Through iterative conversations with a second trained coder, we used an inductive process to reach consensus on emerging themes and add any additional themes that had been omitted. Themes were reviewed, iterated, and defined until a final coding system was established. It is important to note that the final codes were not mutually exclusive, as

participants often discussed more than one of the established codes in a single utterance. Before assigning codes, each utterance was assessed to determine if it was considered "on task." Utterances that were considered to be on task were those related to the interview questions, contained meaningful information and were only generated by a participant (interviewer lines were not coded). Utterances were considered to be "off-task" if they were not related to the interview questions, filler words (e.g., "um"), or direct re-voicings from another individual. In order to determine coding reliability, all transcripts that had not been used in training or were not pilot interviews were coded independently by me and a trained second coder. Coding disagreements were resolved through discussion. A coding manual, including coding procedures and final coding categories, is provided in Appendix I.

These perceptions highlight how tutors describe their respective tutoring experiences and help inform future tutoring initiatives to ensure tutoring practices meet the needs of students from a variety of demographics. Taken together, this body of work will provide perspectives about tutoring from its inception to how students perceive the benefits to what the future of tutoring might look like. I anticipate that tutors from different backgrounds will describe different success and challenges and offer insight into what works and what areas they continue to navigate in their respective tutoring experiences. Understanding the variety of these important perspectives will enable us to better understand the successes and challenges tutors encounter and help provide recommendations for supporting moving tutoring forward.

Theoretical Assumptions

When implementing reflexive thematic coding, it is recommended that theoretical assumptions are addressed in order to for the researcher to interrogate assumptions, recognize

how the analytic procedure aligns with the assumptions, and why it is an appropriate fit for addressing the research question (Byrne, 2022; Braun & Clarke; 2020; Clarke & Braun, 2013). The theoretical approach to reflexive thematic analysis employed for this study involved positivistic/essentialist epistemology, in which meaning making was derived from the spoken word of the participant. In this case, a unidirectional relationship can be assumed between the word of the participant, and experience extrapolated to establish meaning (Byrne, 2022). Further, my orientation toward reflexive thematic analysis was experiential, by which I aimed to understand tutoring through the perspective of tutors, rather than critically orient myself toward their experiences (Byrne, 2022). Finally, I predominately utilized a deductive-oriented latent approach to coding. By using the theoretical framework and definitions established in Chapter 1 as a starting point for deductive analysis, this approach provided a starting point to make meaning from the participant responses. Some iteration was used inductively to honor and centralize tutor experiences, and latent coding was implemented to derive applied meaning (Byrne, 2022; Braun & Clarke; 2020).

Results

Several key themes emerged throughout the semi-structured interviews when tutors described their thoughts, experiences, and reflections on tutoring. These results are mapped onto the theoretical framework (Figure 1.2) to contextualize the layers, themes, and concepts using the voices and experiences of the tutors interviewed. Results are presented thematically by broad idea or concept, and further incorporate subcategories. Results represent six overall categories, which include the following: definition of tutoring, tutor characteristics, motivations and goals, attributions of successes and obstacles, triangulation, and future directions.

What is Tutoring: ***"Do you know why you're here?"***

There were many similarities in the way tutors described what tutoring is overall, the importance of tutoring, and what makes someone a good tutor. Interestingly, almost all the tutors interviewed (N = 12, 92.31%) mentioned that tutoring is a child-centered approach to learning that it is intended to do more than simply teach academic skills. To these individuals, the most important part of tutoring is supporting authentic learning of the individual first and emphasizing the learning and academic development second. Tutors emphasize that tutoring does more than instill educational proficiencies, and that the individualized approach helps make students feel seen, recognized, develop student confidence, and have a voice in their educational journey. According to these tutors, these are all considered to be imperative parts of tutoring. On what successful tutoring is, one participant said:

> I would say it's a lot about relationships, it's building relationships with a child one on one to help progress them in various skill sets, so it could be academic, but that's really just part of it. It could be other skills, building and helping to build confidence. Making them feel seen. I think it is big, I'm not sure how to condense it all into one definition, but the child has to come first.

Tutors talked in detail about various strategies utilized to establish authentic relationships with students. One strategy mentioned was "meet and greet sessions" or "welcome sessions" (n = 5, 41.67%) in which the first tutoring session is situated around getting to know the child as an individual without any intentional emphasis on academics. Other strategies included meeting with parents to learn about academic and interpersonal characteristics of the student (n = 4, 33.33%), detailed student intake forms (n = 3, 25.0%), and communication with teachers about student behaviors and personalities (n = 3, 25.0%).

The majority of the tutors who reported engaging in these strategies identified as paid tutors. One tutor commented on beginning each session with a new student by asking the student "do you know why you're here?" According to the tutor, this provides the opportunity to hear from the student themselves about any misperceptions regarding tutoring, learn about their individual goals, and develop a clear strategy for establishing a tutoring plan for the student.

In addition, tutors characterized how relationships are very different from teaching insofar as the tutor has the ability to form meaningful and authentic relationships with the child that genuinely drive the academic development. Tutors noted that this important juxtaposition is a stark contrast to what happens in school contexts as a teacher. In classrooms, teachers are inundated with myriad tasks and responsibilities, and may not have the time to reach and understand each child on an individual basis: "I think the best way I can tutor is aligning those with their own interests, knowing the student as a person, which isn't something you can do as a classroom teacher when you're one person with 30 plus bodies." Another participant reinforced this idea by noting, "There's also the common situation that the teachers [are] overwhelmed. They're doing absolutely the best they can. They have 150 students and they're barely surviving." The difference in the role between tutor and teacher in reaching students on an individual basis was further highlighted by more than half the participants (N = 8, 61.54%).

In further unpacking the role of the tutor by contrast to the teacher, one participant specifically remarked that tutoring is intended to "reinforce the skills taught in school, not reteach them" – an idea that was echoed by multiple other participants. Another participated reflected on this idea by highlighting this perception in a similar way:

> Yeah, teaching and tutoring are two completely different things. There are situations where you might be teaching new material, such as helping us to get advanced in their subject that they use a lot of times. It's just like reinforcing what they learned in school, and just helping them to understand the material rather than be a teacher. Teachers use the methods that are enforced in whatever they learned in college, or like whatever they see all their teachers doing. With tutoring you are able to personally help a student and just adjust whatever the teacher taught in a way that the student might like. Tutoring is about service. That differentiates tutoring from a teacher, because teaching you cannot personalize your lesson like when you tutor.

However, this idea of tutoring as a personalized reinforcement, not a reteaching, was contrasted by other tutor's notion that their role can be perceived as somewhat contentious by teachers, regardless of whether they are reinforcing learning or reteaching. This impression of the role of the tutor being perceived as potentially controversial was presented in three of the interviews (37.50%). In particular, the opinion of the teacher was particularly worrisome to one tutor, as they remarked:

> I would hear students and parents say that they keep their teachers from knowing that they have tutors because sometimes teachers feel that it's unfair to the rest of the students who don't have access to those resources, and it puts other students at an advantage. I think the students all have an understanding that they all have tutors. It's just the teacher understanding of the tutors being present. I think that the teachers don't like knowing their students have tutors, because that makes them feel inadequate that their instruction isn't adequate enough to warrant having a tutor."

Interestingly, the potentially divisive teacher-tutor relationship was not embedded as part of the interview protocol, as such, the responses generated from the participants who discussed this theme organically brought this into conversation. Though the idea of how tutoring can be perceived as negative was presented, overall, supporting students first as individuals and establishing meaningful relationships was the most salient theme discussed by tutors when describing the importance of tutoring, summed up nicely with this quote:

> Tutoring is providing a student with one more figure in their life who is there because they're familiar with different contents and areas of expertise, and they can provide some guidance and direction toward building up life skills, study skills, and scholarly habits. But more importantly, it's just one more voice that's championing them. It's one more person who's celebrating their wins, and it's one more voice that isn't mom and dad that, and isn't a big sibling, and isn't the teacher who's necessarily harping on something, but it can be somebody else, and I think that students kind of gravitate toward that.

Navigating Obstacles: *"We can have the greatest lesson plan, and still run into some hiccup, but we got to keep it going."*

When asked to report on the obstacle attributions encountered, tutors reflected on several themes. The main themes included lack of resources, which was represented in multiple ways (N = 7, 53.85%), not knowing how to align to curriculum (N = 6, 46.15%), and technological complications (N = 6, 46.15%). Overall, when tutors described the obstacles they encountered, they also presented unprompted creative solutions for combating the obstacles. The interview question only asked tutors to reflect on the obstacles, however, tutors also took the opportunity to reflect on the solutions they developed. This was an interesting

independent learning and represents their ability to think about ways to transform obstacles into successes.

When the issue of resources was considered, the most salient way this was discussed was the consideration of material resources (e.g., worksheets and manipulatives). This issue was presented by four of the seven tutors who discussed the issue of resources (57.71%). For example, one tutor described the importance of material resources, and the

> You know it's hard, I have to take all my materials with me, and sometimes I don't know what I need, and I just don't have the right tool or the right worksheet for the student. As a tutor who is physically bringing a backpack full of instructional materials, and sometimes the student goes, Can we shift and look at this? And I'm like well I didn't bring stuff for that. You just have to learn how to adapt. You can't have every single resource all the time, but you need a toolkit to be adaptable.

Further reflecting on attributions as an issue of resources, several tutors talked about the obstacle of lack of peoplepower (N = 4; 57.71%). This was described in the context of a peoplepower (e.g., having enough support to connect or work with). Interestingly, almost all of all of the tutors who mentioned the resource of peoplepower all owned and operated their own tutoring centers. Perhaps this indicates that they have a different perspective on the importance of connecting with other tutors on a more hierarchical level, and the capital they consider the most importance resources is social, or people. For example, one individual expressed the difficult between the demand for tutoring, and the difficulty keeping up with getting tutors to stay in their organization: "Training takes a lot of time, and there's such a high demand for tutors right now, so it's hard to justify training tutors who will only stay on for a couple of months. We need more people who are invested and who want to stay."

An interesting parallel to the idea of training was the resource idea of time that was presented by several of the tutors (N = 4; 57.71%). Tutors reported a lack of time as a resource (e.g., not having enough time in a session to accomplish all the things they hoped to). One tutor commented, “sometimes, a single session does not feel like enough. It’s hard to get everything done that in a single session and there’s never enough time.” An additional way time was conceptualized as an obstacle was though the lack of planning time. One paid tutor reflected on how important it was to be intentional about the unpaid planning time, and how that was an important consideration in how time was spent outside of tutoring sessions:

> I started to do as little prep time as possible, because when you think about it, your hourly rate gets watered down, the more prep time, you do because it's unpaid prep. So, you know, if you’re prepping for like two hours, and you’re only getting $35 and hour, and then you end up spreading that over three hours, you just really cut your rate down. So unfortunately for me I just wasn't giving a really good product when I wasn't prepping at all so especially when you're meeting students in their house, you know, with travel and all. So, you just really have to decide what amount of prep and time makes the most sense for you and where you’re willing to make sacrifices.”

Overall, the resource of time seems to be an important consideration for tutors and is something that is conceptualized in multiple ways. Aligning lessons to curriculum was also expressed by several of the tutors interviewed as a perceived obstacle (N = 6; 46.15%). For example, one tutor noted, “I mean, that's part of the hard part of like, knowing if you're doing the right stuff for their curriculum.” This obstacle seemed to dovetail with some of the other ideas the importance of resources, such as integrating other voices (triangulating with teachers and parents). In addition, technology was perceived as a barrier by six of the tutors, most of

whom tutored virtually (N = 5). On technology, on tutor commented on failures, and creative workarounds:

> Internet is unreliable at times there and it's really frustrating. And if the Internet fails, then Zoom fails, then we can't meet that way, but we'll always find a workaround. For example, we'll go into Google chat, and we'll talk about what I want her to do, and then we'll respond, and if that stops working, I'll figure out a way to text her or call her. So still relying on technology. But it's really like it's just really frustrating when the tools that I use that are more of like what her generation uses they're not pencil and paper kids.

Taken together, the attributions of obstacles are perceived as generally within tutors external locus of control, however, tutors do discuss creative ways to develop solutions for these obstacles. Importantly, many of the obstacles seem to overlap with one another, and tutors seem to have found adaptive ways to combat the obstacles, perhaps in due to their creative, patient, and successful characteristics as tutors.

What Makes a Good Tutor: *"The greatest master is an eternal student"*

To extrapolate upon conceptualizations of tutoring, tutors interviewed were asked about what they think makes someone a good tutor. In addition, this idea was used to map onto how tutors conceptualized attributions of tutor successes. Overall, many similarities were revealed across the themes expressed by tutors, with some novel concepts presented. Tutors seemed to primarily fixate on the characteristics of what makes someone a good tutor (i.e., caring, kind, patient, curious, knowledgeable), and expanded upon this in their explanation of processes associated with tutoring (i.e., creativity, flexibility, putting the student first).

Examples of some of these themes, and additional examples of tutor reflections of what make someone a good tutor are provided and described below.

The primary theme mentioned in regard to being a good tutor was reflecting on the personal characteristics of the tutors themselves (N = 11, 84.62%). Subthemes mentioned, including the following: patience (N = 7, 63.63%), empathy (N = 6, 54.54%), flexibility (N = 6, 54.54%), , and creativity (N = 2, 18.18%).

participants noted the importance of qualities such as patience ("Be patient, be empathetic. In the end it's really all about the student,"). Further, participants described the need for a tutor's natural curiosity and passion:

> I remember when I would first start, I would think like, oh, they got to be passionate about their subject, but now I realize it's more about being passionate and about showing up for the student and teaching them how they want to be taught and building confidence and just being a good person. I don't need to absolutely love chemistry or love proving an equation. It's about showing up for that student and being excited to do it.

Interestingly, four participants (30.77%) specifically mentioned that they did not think that the amount of experience or certifications someone has is indicative of whether or not they are a good tutor. This theme, however, was presented by all four tutors in conjunction with the fact that a tutor's intentions should be centered around the child, and the characteristics of the tutor are important. An example provided by one tutor is provided below:

> Anyone can be a good tutor as long as they have the goals of the students in mind. Yeah, I've seen people who have no experience do a better job than someone that have

> been teaching for 20 years. Just because they have different motivations behind what they're doing specifically, you have seen like a group of volunteers just read with kids and help them real like read out loud even that is better sometimes than a veteran teacher who just has a mindset of getting some extra money. So, if it's tough to say but I really think anybody can be a good tutor, as long as you have the right motivations, and you show the child that you care about their growth because students need to have that, and be patient, and flexible, and creative in their approach to tutoring, and willing to put the child first.

On the flipside, three tutors (23.08%) explicitly discussed the importance of training, experience, or some kind of monitoring to be considered a good tutor. This was in stark contrast to the four tutors who described that no amount of preliminary experience is required. Interestingly, there were no patterns across participant status of experience in their own attitudes regarding the necessity of experience to be considered a good tutor. For example, one participant described how experience and training make someone a better tutor: “You have to have a certain amount of experience to like, you know, have a deep understanding of what works and what doesn't. It’s not something you just know or can learn on the job.” In another instance, another tutor specifically elaborated on the importance of tutor training:

> But I think training also played a very big role in that as well. And I think that's such an important thing because you know, no two students are alike. And so, approaching one way is not going to work for the same student in different contexts. And you need to have all the strategies that you’ve been taught or that you know.

Across the interviews, tutors presented differing ideas about the role that experience and training plays in making someone a good tutor, and this did not seem to be impacted by tutor status, their own experience, or tutoring context.

Elaborating on the tutor characteristics, and nicely summing up what makes someone a good tutor, one tutor another tutor reflected by saying:

> I guess [tutoring] is a way for students to really reach their true potential and start working towards their strengths and weaknesses, and the tutor is someone who is passionate and is capable of supporting the wants, needs, passions, and potential of the students. So, it's not just somebody who's like demanding that you do fact sheets or memorization of math equations but someone who is actually curios and gets to know who the student is at the core and understands who they are and who they hope to be and works with the student to develop that potential. Like, "The greatest master is an eternal student."

Tutor Goals and Motivations: *"Those lightbulb moments we just love"*

When tutors reflected on their goals and motivations, several key themes emerged that were related to one another. Generally, tutors described motivations that were driven by the desire to help a student be successful (N = 12, 92.31%). This motivation was consistent across tutors interviewed, regardless of status or experience. When further unpacking this motivation to support students, different kinds of goals were often associated with the ways tutors described their tutoring experiences. For example, some of the tutors often held goals that were related to helping students through immediate academic tasks, such completing a homework assignment, or passing a test. One tutor described helping a student with an immediate math-related goal:

> There is this one instance where I was helping a kid one week about a particular subject that they didn't really understand. It was equation operations, so they would just be solving equations and then doing it in particular order to get the right answer. And we practice for quite a while on that, and they still didn't really get it. But I saw that they were gradually improving. And then the next week, when I saw them, they came back to me, looking really happy, and they told me that they passed their tests with involving that topic. And I got really happy for them, not only because they were successful academically, but because I got to contribute to that.

Tutors who only reported attending to goals that were related to providing immediate academic support had less experience in terms of years tutoring (N = 2, 15.38%). These tutors largely reported focusing on providing homework help: “For most of them, it's just like, okay, what homework do you have and what are you struggling on and that type of thing.” The two tutors interviewed who reported having the least experience as tutors (*M* = 1.75 years) both reported focusing on immediate goals for students.

Goals expressed by tutors were also indicative of wanting to support broader academic goals, and also support additional aspects of development for the student (i.e., building confidence and competence). This was a theme expressed by seven of the tutors interviewed (58.33%). Tutors described the importance of integrating academic skill building while constructing broader skills, like confidence and competence: “You’re there to help a student refine a skill base, maybe like algebra 2, and it's like some sometimes, the thing that is equivalently important is building in that confidence along with the content.” Another tutor reinforced this idea by saying, “When you're taking on things as a tutor, they aren't just academically related. So, you're not teaching, you know, 2 plus 2. But you're teaching you can

do 2 plus 2. You have the confidence, and you have the skills to overcome this." Tutors further described these moments when students understand and gain the confidence to say they understand as the "lightbulb" or "ah-ha" moments of tutoring. These so-called "lightbulb" moments were discussed in six of the interviews (46.15%): "It's those lightbulb moments we just love. When a student gets it, and they know that they get it. That's what keeps me going as a tutor."

Conversely, some tutors also reported a focus on other types of goals beyond immediate or broader academic goals. For example, one tutor talked specifically about building in executive functioning skills during tutoring sessions for students who could benefit from this learned skill set. This tutor discussed the importance of building larger life skills into tutoring sessions, as those often are ignored in curriculum. In one instance, this tutor described helping teach a student how to draft an email to a teacher to inquire about the grading of an assignment:

> We work on executive function and effective communication because those things just aren't really taught anymore. So, with [name], I would sit there and say okay I'm here while you send the email to see about that assignment. Like, okay wait a minute, you didn't greet the teacher. You can't just say did you grade my thing with a small d in the sentence, and no capital or in no question mark at the end, like that's not how we do this. So, some of those things, you know, are still things that kids are going to need to know and that's all part of tutoring.

Tutors who described building in larger life skills as part of their approach represented 41.67% of interviewees (N = 5) . The majority of these tutors (N = 3, 60%) had at least five or more years of tutoring experience. Another example of larger life goals provided by one of

the tutors was the idea of learning how to “do school.” This tutor reflected on this notion by saying, “Sometimes you just need to teach kids how to go through the motions and crack the code of how to get through less savory parts of academia that they don't find as interesting. I guess it, like, builds character and kind of helps them figure out how they're going to navigate the world.”

Overall, motivations seemed to be similar across the board for tutors interviewed, but there was a variety in the way goals were communicated in terms of breadth and depth of goals, and in how this represented tutor experience and status.

Triangulation: *“It takes a village”*

During interviews, tutors were asked about their interactions with other potential stakeholders (e.g., teachers, parents, other tutors, etc.), and how these interactions impacted their tutoring. Overall, tutors provided a variety of responses about their levels of interaction, and the role these connections played in tutoring. Some tutors reported having no additional interactions with other potential stakeholders and interacting only with the student (N = 3, 28.08%), whereas other tutors reported varying levels of interface with others (N = 10, 76.92%).

For tutors who reported interaction with only the student and no additional stakeholders, they reported that they thought supplementary communication from other parties might be valuable, but they were often unsure about how to facilitate this communication. Furthermore, all of the tutors who reported having interaction with only the students tutored reported their status as virtual tutors and had fewer than five years of tutoring experience. One tutor reported on their desire to have communication with other stakeholders to help support the students they tutor:

> A pattern that I noticed is that parents don't tend to get involved in our tutoring, so it's just me and the student. But it would be really nice if I could, because then I would get -- be able to know what the materials the student is going over, so I could help them reinforce their skills. I don't really have a way to get in touch with the teachers, though. But I wish I did. And maybe the parent a little more, too.

By contrast, other tutors reported higher degrees of communication and interaction with other individuals who might inform the tutoring experience. Of the other 10 tutors who reported having additional interactions beyond the student, half (38.46%) reported communication with the teacher and parent. Of these five, one was an individual who tutored in a school-based program and mentioned that this level of communication was part of the expectation of the program. The remaining four either all tutored with or operated private tutoring centers and developed or followed established protocols for parental and teacher communication: "We have parents' permission contractually when they sign we have their permission to reach out directly to teachers. That's been very helpful. because we speak the lingo, and we may understand the school year format or the syllabus better than the parents." Of these five individuals , all tutors reflected on the benefits of teacher and parental involvement as part of the communication triangle that benefits the overall tutoring experience for the student to provide optimal tutoring experiences.

When tutors reported having communication with only one additional stakeholder (i.e., parents or teachers, but not both), tutors reported mixed experiences. Four reported engaging in communication with parents only (30.77%), and two reported communications with teachers only (7.69%). For example, as mentioned earlier, one tutor mentioned the potentially contentious perception of having a tutor. This sentiment was further reinforced by

another tutor, who reports tutoring for several decades, was skeptical about any potential benefit that talking with a teacher would provide:

> It's mostly the parents who come to me first with a need for the kid and they don't know what to do about it. I don't think I've ever really talked to a teacher. I'm not sure what that would do for me that would be more helpful, maybe just understanding some of the other issues that kids have in school or whatever else. But mostly it's just me talking to the parents and the students that I am working with. The parents are always so thankful for the work that I do and the tutoring that I provide so that's always nice to hear. And I really never talk to other tutors. I don't really know what I would get out of that. It's mostly just the parents and the students that I talk to and that make me feel good about the work I'm doing.

Reflecting on this triangulation between the stakeholders involved, one tutor summed this up by saying:

> I come from the 'It takes a Village' mindset, and we are part of the village. Every caring adult who touches that child, or is part of that village, and the role we play, has to be something that only strengthens that person in their journey. So tutoring is important because it is a relationship that allows one to boost morale and to reach goals and to develop in many different areas according to that person's personality, behaviors, attitudes, and ways of learning. It takes the teachers, the parents, and other tutors to think about making sure that village is all in communication with one another, and on the same page about what those goals are. Because you know, the village can then inadvertently be in combat if we're fighting over what the goals are, and not working together to support the work of the student.

Future Directions: *"This needs more than a Band-Aid"*

In reflecting on future directions for tutoring, many of the tutors interviewed reported that they think tutoring has become a deeply entrenched part of our educational system, and it is here to stay (N = 10, 76.93%). Despite the fact that questions about the relationship between the COVID-19 pandemic and tutoring were not explicitly included as part of the interview protocol, almost all tutors (N = 12, 92.31%) brought up this important relationship during their interviews. In particular, tutors reflected on the important role tutoring can play in helping to support students who have been disproportionately impacted by the pandemic. In particular, one tutor commented, "I think it's important we help students who don't have supports at home or in school. We're giving support in these uncertain circumstances, and like, that's even more important for the students who need it most because the might ."

However, some interviewees were more skeptical about whether or not tutoring is the right strategy to mitigate educational achievement gaps. On utilizing tutoring to combat COVID-19 related unfinished learning, this tutor commented, "it's really a systemic issue that needs to be fixed and money won't do that. I mean you got to get rid of the teachers and the principals and those people who really don't know anything just, you just operate on the theories, hypocrisy, and bureaucracy. To fix it, this needs more than a band-aid."

A number of tutors reflected on the availability of material resources, and how that might impact the implementation of tutoring (N = 9, 69.23%). Further exploring the way tutors described these resources, there subthemes emerged, including resource availability (N = 5, 55.55%), knowledge about how to utilize resources (N = 3; 33.33%), and people being perceived as resources (N = 4; 44.44%). For example, one tutor described how a laptop is just

an “expensive paperweight” without the knowledge, connectivity, and resources to utilize it properly:

> I think the pandemic has reminded us that a laptop is just a device. But if a student knows how to operate it, but if they don't have power to it, or if they don't have wi-fi or if they're not able to get connectivity, or otherwise, it’s just an expensive paperweight. We really need to think about where these resources are going, and how they’re being used, do we have the resources to use these resources, to make sure they end up in the right place?

Another tutor extrapolated on this same theme by discussing dangers in the assumption that students actually know how to use technological resources, or are digital natives:

> I think the assumption that [students] are digital natives is I mean it's such an obvious assumption, but it is a little dangerous because they don't have those requisite skills down that maybe we learned in high school or something like that like. I learned how to type in high school, and, like all of my peers, did, too, you know, without looking, and they are the tracker, and the keyboard with the fingers. I think, because we assume that they know how to do pretty much all programs and operate technology, that skill has gone by the way side. So, it's like the rudimentary aspects of technology that aren't taught, and that’s really dangerous for kids.

When describing conceptualizations for future directions of tutoring. interviewees expanded on the theme of resources, particular as it related to cultivating human connection. While ‘material resources’ was a common theme (e.g., “more books and supplies to help connect to student interests” N = 4; 39.78%), tutors described the desire to connect with

humans much more frequently (e.g., “It would be really cool to know what works for other tutors and learn from them and hear what they’re doing”). Taken together, these are important conceptualizations, reflections, and ideas for advancing tutoring to support all those involved in the sustainable effort of tutoring. Results are represented of the themes and subthemes discussed are represented by frequency and precent in Table 3.2.

Discussion

Results demonstrate that as tutors reflect on their tutoring practice, the concept of relationships is core to their experiences regardless of status or experience. Tutors describe the importance of a student-centered approach to education in their tutoring, and further, they describe how different this is from teaching. These tutors explain how one of the most important aspects of tutoring is the ability to form meaningful and lasting relationships with students and authentically connect materials to the lives of students; something that is often impossible in schools with so many students in a single classroom. Tutors reflected on many different approaches they use to build and maintain relationships with students, including devoting initial sessions to getting to know the students as people, intake surveys, and so on. They further elaborated on finding ways to incorporate student interests throughout lessons, making material authentic and relevant to the daily lives each student on an individual level (one tutor describe a student’s love of volleyball and making a math lesson all about the angles and arches of a volleyball on the court). Additionally, many of the tutors interviewed further elaborated on how close tutor-tutee relationships is one best parts of tutoring, and individual tutor characteristics are central to what drives the ability to form that close bond (e.g., being creative, flexible, patient, etc.). It seems that who you are as a tutor and how you

get to know the student is more central and important than the actual approach to making academic gains.

Moreover, tutors reflected on the importance of relationships in additional ways beyond the connections formed between tutor and tutee. Interviewees discussed the triangulation between other stakeholders including teachers, parents, and other tutors. The varying degree of relationships across other stakeholders seemed to fluctuate with context (whether tutors were digitally based), and experience (younger tutors seemed less sure about how to form these relationships). Despite these differences, almost all tutors agreed that these additional relationships would be beneficial in their tutoring experiences, overall. Potential challenges described seems to be in the initial formation of these relationships, sustaining contact, and overcoming stigma associated with tutoring. A good first step might be creating more networks between tutors within and across tutoring programs to share materials, resources, and strategies for lesson plans, relationship development and preservation, and exchange ideas about how to effectively introduce other stakeholders. It is also important to consider that tutoring is a very highly individualized learning experience, so what works for one tutor or tutee may not be effective in another situation. Establishing communication early and often with multiple stakeholders can be a helpful way to ensure tutors and tutees feel supported, invested, and are perhaps less likely to experience burnout.

When considering future recommendations for tutoring, interviewees had a variety of suggestions. Because tutoring is likely to expand, which is something almost all tutors agreed on, it is important to consider strategies for sustaining this increasing approach to education. One important consideration is the availability of and access to resources. Tutors reflected on a desire to have greater access to material resources to support their work, but also to other

kinds of resources, like peoplepower. If tutors had greater connections between other individuals (i.e., teachers, parents, and other tutors), they might feel more supported, know where to find more recourses (e.g., worksheets), and develop strategies to connect lessons to school curriculum. This could also provide the opportunity to learn about potential gaps in learning and integrate behavioral strategies to support students. Tutoring was conceptualized as very individualized for the student, but tutors also reported feeling isolated in the individualized approach. Creating more human connection by capitalizing on people as a resource in an important way to support the future work of tutors and tutoring.

Reflecting on these qualitative conceptualizations, goals and motivations, and future directions for tutoring, it is important to examine how they map onto the recommendations of what effective tutoring is, as posited by LPI and others. Chief among these tutor experiences were the reflections on the importance of a student-centered approach to learning. Two relevant recommendations of effective tutoring from LPI and others include: 1) target tutees' real-life goals to ensure deep understanding and authentic learning; and 2) build strong relationships between consistent tutors and tutees through structured time and meaningful interactions of support and challenge. Irrespective of tutor status or experience, tutors seem to reach strong consensus that there are universal pillars necessary in tutoring experiences.

Other recommendations for effective tutoring from LPI and others include: 1) instructed by certified classroom teachers, paraprofessional staff, or trained tutors who are equipped and knowledgeable in the subject areas being instructed; 2) provided frequently and consistently. Sessions should be well-structured and occur regularly (at least 3x week according to LPI) for a duration of at least 30 minutes. Group size should be maintained to five students or fewer; and 3) establish ongoing support and intensive, ongoing training for

tutors, including monitoring of progress and coordination with classroom teacher; (tutor support). Interestingly, interviewed tutors did not discuss the necessity of tutor certification, but did talk about the importance of expertise and passion. Perhaps this suggests that current tutors perceive being passionate and knowledgeable as more important than holding certain certifications or receiving particular training to be considered an effective tutor. In addition, the notion of frequency or regularity of tutoring dosage was not presented by interviewed tutors. This juxtaposes the recommendation from LPI that tutoring should occur regularly and consistently. Rather, interviewed tutors mentioned that it is more important for the tutor to be a consistent figure in the lives of the student, but did not elaborate on what consistent meant in terms of time or structure. Perhaps consistency is perceived as a more conceptual characteristic of the tutor, rather than as a systematic approach of the tutoring sessions. Finally, some tutors did mention that they had ongoing support from external figures (i.e., teachers), but it was generally not regarded as intensive, ongoing training to monitor progress. Tutors did, however, indicate that this is something that they would benefit from, and would be interested in cultivating. Creating more supportive relationships with built in opportunities for training could benefit tutors and students alike.

Taken together, these results demonstrate that tutors interviewed are principally motivated by the desire to help students in a human-centered, authentic way as consistent figures in their lives. Tutors focus on establishing close and long-term relationships with students first that lead to academic progress second. Further, tutors report feeling isolated in their practice and would benefit from more interaction with other stakeholders to help with resource sharing and prevent burnout. However, these reflections are held in contrast to some of the recommendations posited by LPI, as tutors rarely reflected on the importance of

training, certifications, frequency, or dosage. These experiences provide a broader story about tutor reflections and experiences on tutoring, and what this means for the future of tutoring. These results will be taken into deeper consideration through the integration of the quantitative results from Study 1 and discussed more thoroughly through a mixed methods interpretation in the next chapter.

CHAPTER IV

Mixed Methods Interpretation: Numbers and Stories

"Quantitative research will measure pervasiveness of things we already know, and qualitative research will uncover things we don't know much about."

~Ladner, 2019

To attain a multifaceted picture, the study uses an explanatory, quantitively driven mixed methods research design with the point of interface during the interpretation phase of the study (see Creswell, 2013). By first providing a quantitative perspective on tutoring, only some statistically significant differences between tutor goals, motivations, and obstacles and emerged. This called for deeper investigation through a qualitative perspective to understand more about these nuanced perspectives and learn more about how tutors describe their experiences. These multidimensional perceptions aim to first paint an overall idea of what tutor experiences are quantitively, then highlight how individual tutors describe their respective tutoring experiences qualitatively, and bring these perspectives together to illuminate similarities, differences, and stories.

Context & Methodological Justification

Using both qualitative and quantitative methods to expand our understanding of tutoring is a novel methodological contribution to the literature. Combining qualitative and

quantitative approaches is an important way to honor individual participant perspectives through interviews and understand perspective taking as a whole via survey methodology. As first illustrated by Bryman (2006) and described by Schoonenboom and Johnson (2017, p. 129), there are additional benefits and rationales for using a mixed methods approach. These include:

> (a) Credibility: employing both approaches enhances the integrity of findings.
>
> (b) Context: the combination is justified in terms of qualitative research providing contextual understanding coupled with either generalizable, externally valid findings or broad relationships among variables uncovered through a survey.
>
> (c) Illustration: using qualitative data to illustrate quantitative findings
>
> (d) Utility or improving the usefulness of findings: combining the two approaches will be more useful to practitioners and others.
>
> (e) Confirm and discover: using qualitative data to generate hypotheses and using quantitative research to test them within a single project.
>
> (f) Diversity of views: researchers' and participants' perspectives quantitatively and qualitatively to uncovering relationships between variables through quantitative research while also revealing meanings among participants through qualitative research (Bryman, p. 106)

These have all been carefully taken into consideration in the development, execution, analytic strategy, and report of this mixed methods approach to this body of work. These benefits and rationale have been integrated when they best suited the research question, participant voices, and overall approach to the current work. To represent mixed methods

findings, results are discussed together quantitatively and qualitatively by motivations, goals, and attributions.

Results

Goals

First, considering the goals of tutors, Study 1 revealed no significant quantitative differences between tutor goals based on tutor experience, paid status, or tutoring context. Descriptively, the majority of tutors (58.29%) described immediate goals as the overall focus of their tutoring experiences (i.e., helping on homework or supporting a test). Further, examining holding multiple goals, broader and immediate were most frequently reported together (23.23% of tutors). However, when goals were examined for group differences (i.e., by tutor status, experience, and context separately), no differences were found. This suggests that most tutors enter the field with the same goals for students (i.e., broader academic goals and immediate academic goals), regardless of their level of experience, their status (paid or unpaid), or context (virtual or in person).

With a mixed methods design, I then collected and examined qualitative data (i.e., semi-structured interview transcripts) to further understand the rationale behind the goals that tutors reported. Results demonstrated that tutors were eager to help students in a variety of ways beyond only immediate academic support as described quantitatively. Some tutors did indicate that their primary goals were consistent with wanting to help students do well on a test or homework assignment (i.e., immediate academic goal), however, other tutors used the open-ended opportunity to describe more nuance in the goals for their students (i.e., wanting to help a student do well on a test and build confidence in their math abilities), and the different levels they aim to support. For example, some tutors described a desire to help build

confidence and competence, or help students develop a life-long love of learning. Moreover, the variation in the kind of goals tutors report was juxtaposed by the kind of experience and background of the tutors interviewed. Specifically, tutors with more experience spent more time describing larger life goals as compared with tutors with fewer years of experience. This contrasted to the seemingly consistent way tutors talked about their goals quantitatively and begs larger questions about future opportunities to understand tutor goals with mixed methods approaches. It seems that when given an opportunity to discuss goals more in-depth, the tutors in this study are eager to describe more of their experiences and reveal more gradation of their perspectives. This mixed methods perspective provides deeper understanding of the goals tutors hold and helps us understand that not all tutors hold the same kind of goals for their students.

Motivations

When examining tutor motivations, no statistically significant differences were found from a quantitative perspective. Tutors who responded that they were only extrinsically motivated represented 15.64% (n = 33) of the sample, and tutors who reported only being intrinsically motivated represented 60.19% (n = 127) of the sample. Finally, tutors who reported being motivated both intrinsically and extrinsically represented 19.91% (n = 42) of the survey sample (see Table 2.5). Moreover, chi squared tests revealed there were no differences between tutor motivations based on level of experience, tutor status (paid or unpaid), or context (virtual or in person). Similar to my findings with regard to goals, this suggests that perhaps, individuals enter the field of tutoring with similar motivations regardless of their background or experience.

To summarize, quantitative analyses (i.e., chi square tests) revealed that tutor goals did not seem to diverge in motivations regardless of experience, status, or context. A qualitative perspective (i.e., semi-structured interviews) provides greater insight into this finding, indicating that collectively, tutors described an overwhelming motivational desire to help students be successful, and to support students in that endeavor. During semi-structured interviews, tutors reflected on the kinds of things that make them feel good and attributed those intrinsic motivations as being associated with seeing students take ownership over their learning, when things begin to make sense for a student, or when students have "lightbulb moments" in their learning. A common theme that emerged from both quantitative and qualitative analyses was that tutors described their motivations as intrinsic in nature and based on a desire to support the student's overall development (rather than achieve an immediate academic milestone, such as achieving an A on an upcoming test). Unlike goals, motivational orientation among tutors was consistent across quantitative and qualitative analyses of tutor experiences.

Attributions

Attributions were conceptualized in two ways: obstacles and successes. In terms of attributions toward obstacles, the vast majority of obstacles were categorized as beyond a tutor's external locus of control (n = 189; 82.17%). Given the breadth of responses regarding external loci of control, I then more specifically categorized these attributions into the following subcategories: student motivation/engagement (n = 82; 43.39); technology (n = 64; 33.86%); interpersonal connections (n = 23; 12.71%); and resources (n = 19; 10.05%). Further examining these obstacle attributions through chi-square analysis, results demonstrated that all tutors, regardless of status, experiences, or context, were more likely to

report that resources were perceived as an obstacle in their tutoring. This may indicate that the lack of resources poses a significant obstacle to effective tutoring regardless of background experience, status, or context.

Comparing my qualitative analysis of obstacles to what tutors reported quantitively, some noteworthy similarities and differences emerged. Interestingly, during semi-structured interviews, tutors reported on the number and type of resource-related obstacles they encountered. For example, tutors reflected on how it was difficult to access books, worksheets, and other material resources for their students. Unlike the quantitative analysis of tutor survey responses, however, qualitative results revealed a slightly different picture. Most tutors did not indicate that student motivation/engagement was an obstacle in their tutoring practice. This was an interesting divergence between the quantitative and qualitative representation of tutor obstacles, demonstrating the importance of mixed methods approach to research, and suggesting an important opportunity for future study. Specifically, these results points to the necessity of designing surveys that distinguish between different types of resources in order to fully understand teacher goals and motivations, as well as qualitative approaches to understand the factors underlying tutor's motivational and goal orientations.

I also examined tutor attributions for successes in addition to obstacles. Chi-square tests for tutor attributions of success revealed a significant association between level of tutor experience (i.e., novice, mid, and high experience) and successes attributions, indicating that as tutors gain more experience they are more likely to credit tutoring success to their own characteristics. Semi-structured qualitative interviews further supported these results, demonstrating that tutors reported tutors characteristic to overwhelming represent successful attributions (N = 11; 84.62%). Moreover, being patient was the most frequently reported

factor in tutors' attributions to their own success, as indicated by semi-structured qualitative interview. Taken together, these findings suggest that tutors may understand their role as based on the importance of the modeling they provide, the relationships they help foster, and secondarily, the academic support they provide. Tutors are intrinsically motivated by the desire to help students accomplish their goals, and in turn, may help use their own characteristics as tutors to help students develop their own intrinsic motivation. Overall, these ideas of effective tutoring map onto pillars four and five of the framework for effective tutoring described and will be taken into further consideration in the discussion of this dissertation.

Artifact

To further represent the findings from a mixed methods perspective, a tangible artifact (i.e., infographic) has been created to be shared with a broader audience, including educators, tutors, other tutoring programs, and researchers. The purpose of this artifact is to share the study findings in an easy to navigate format that will appeal to a wide range of audiences. This have been carefully crafted to convey two primary messages: 1) main findings across studies and 2) future recommendations for tutoring.

Because this artifact is intended to be a public facing document, careful consideration has been taking into the language, messaging, and resources for how these documents convey the results through a mixed methods perspective. First, I discuss overlap between quantitative and qualitative findings from studies I and II and explore divergences. This infographic is intended to highlight experiences by sharing quotes and providing recommendations for future reading and resources that can be utilized by tutoring programs, educators, researchers, and beyond. Further, it is intended to consider strategies for application and implementation

of future recommendations for tutoring. These are based on the combined and integrated quantitative and qualitative results, and scoped within policy recommendations, current research, and the theoretical framework. The infographic, which includes information regarding findings from the current studies, suggestions for effective tutoring programs, and potential impact of evidence-driven tutoring programs, is presented in Appendix G.

Discussion

Overall, these results demonstrate that there are important insights gained from a qualitative approach that provide greater contextualization to the quantitative findings. For example, taken together, quantitative and qualitative findings indicate that goals may be easier for tutors to operationalize, and may represent a more concrete way of operationalizing motivation. This may explain why there was greater differentiation between tutors' goal orientations, compared to their reported motivations (from a quantitative perspective).

Without a qualitative approach, one may assume that goals are more distinct from motivations. A qualitative approach, however, indicates that there is more nuance to the distinction between goals and warrants future study. Furthermore, these results help provide deeper understanding and context for tutor motivation. To that end, the measure of intrinsic versus extrinsic may not provide enough nuance to accurately represent self-determination theory. Future research expanding on SDT related to motivation will further elucidate how competence, relatedness, and autonomy relate to tutor motivations and goals. This will have important implications for tutor onboarding as well as tutor continuing training and retention.

Using these multiple methods of inquiry is important to understand how tutors reflect in different ways, however, it is also important to consider the potential role of data collection. Utilizing a survey to understand tutor perceptions did not elucidate many

significant differences between tutors, however, the opportunity to talk with tutors via semi-structured interviews was an important way to learn more about their varied experiences. Perhaps the use of a survey elicits more in the moment feedback from tutors as they immediately reflect on their thoughts, reflections, and proximate insights about their practice. Moreover, the context of a survey-taking is harder to control, as a tutor might take the survey after a particularly difficult tutoring sessions, which could impact their responses. Conversely, the use of a semi-structured interview provides the opportunity for more reflection, engaged conversation, and bidirectional conversation. During semi-structured interviews, individuals are also engaged in only one task over a limited amount of time, whereas surveys are designed such that they can be returned to over a more drawn-out amount of time. These are important considerations for why more differences in tutor experiences emerged from the qualitative conversations, and also provides important considerations for future data collection. Further, this highlights the importance of a mixed methods approach to research, particularly for social behaviors and engagements, such as tutoring.

Overall, my results demonstrate that we gain a better understanding of experiences and perspectives through the utilization of both qualitative and quantitative perspectives. Nonetheless, there is still more that we can learn, as will be presented in the discussion and future directions of this dissertation.

CHAPTER V

Conclusion: Where Do We Go from Here?

"There is a lot of conversation around how tutoring was going to be sort of the silver bullet fix everything, but what about the tutors? We need to provide better support to our tutors. We really need to demystify that and make sure that we're taking care of our tutors, and centering the work that we do, too."

~K-12 Paid tutor

Taken together, this body of work provides perspectives about tutoring from its inception to how tutors understand their current work, perceive benefits, and overcome obstacles to what the future of tutoring might look like. These important perceptions have the potential to advance our understanding of the purpose of tutoring, and the role of tutoring in potentially reducing equity and access gaps that are widening as a consequence of COVID-19. In an ideal world, every student would have access to the kind of tutoring that will best promote their learning. Given the substantial disruption to education that we are facing as a society, it is imperative that we turn to the evidence to develop research-based strategies to promote approaches that foster equity, improve collective well-being, address equity and access gaps, and develop systematic and sustainable approaches for implementing large scale tutoring efforts moving forward. But what will that take, and how can we support tutors as we move into such large-scale efforts? Is high frequency high dosage tutoring possible at such a large scale?

Based on this work, I understand that tutors perceive their role in similar ways, but there is also some divergence in tutor conceptualizations. Further, we know that there are so many things being called "tutoring" but are these experiences really tutoring? This is a particularly urgent question in the K-5 setting, as research demonstrates that tutoring is the most effective when it is implemented in younger grades, administered regularly, and is part of the school day (e.g., Nickow et al., 2020b, Slavin, 2020). So, with this tremendous increase in individuals calling themselves "tutors," is there any potential for harm, and if so, what can and should be done about it? With only 7% of sampled tutors (n = 14) reporting receiving structured training, this may be a telling sign of the kinds of "tutoring" that is being implemented on a wider scale beyond the scope of this work.

Demands on educators are increasing rapidly to keep up with curriculum, school and state standards, and beyond, and tutors are no exception. Based on this quantitative and qualitative work, we know that individuals are referring to experiences that do not particularly align with the ideas of what effective tutoring is (as described in Chapter 1), and this is potentially problematic and harmful for students. As stated by Topping (2000), "[t]utors might tell or show their tutees something which is actually incorrect, i.e., reinforce mistakes. Tutors might become impatient and just tell their tutee the right answer, or do the task for them, in which case the tutee will learn very little." (p. 7). Qualitatively, tutors reported that this does, in fact, happen some of the time (almost half of the tutors interviewed reported either just giving answers to students or doing work for them). Moreover, we know what the evidence says about what is good tutoring, but if individuals who are engaging in these experiences are not actually following recommendations about best practices for tutoring, can (or more importantly, should) these experiences even be labeled as "tutoring"? Qualitatively,

tutors interviewed reported being more interested in promoting relationship building and interpersonal connections first and bolstering academic skills second (almost all interviewed tutors, N = 12, reported interpersonal connections as a higher priority than academic outcomes). However, this is counter-intuitive to notions and recommendations of "effective tutoring." So wherein does the problem lie, and what are potentially viable solutions? Further, is there harm in prioritizing a human-centered approach to tutoring, rather than focusing on gains through standardized metrics of learning?

These considerations beg an even larger question: how does one demonstrate if harm is even being committed? And if it is being committed in pedagogical situations, what should be done to prevent it? Another important question to consider, what are we even trying to achieve through tutoring? What is the overall goal of tutoring, and what should be considered the most important? Further, who is making the decisions about what is important, what voices and ideas we are privileging in education, and where is this decision-making autonomy being placed? What will it take to establish a sustainable balance between successfully communicating what effective tutoring requires, and attracting and retaining talented individuals to provide the tutoring? If we are not intentional about how resources are utilized (including peoplepower), students and educators can become lost in the educational cycle, saturating autonomy, individual potential, and an inherent desire to learn.

Discussion of Practical Applications

But what would this take? This complex system and approach to education poses some overarching questions that impact education at many levels. The evidence from these studies demonstrate that tutors are not largely differentiated by their goals or motivations. However, in examining tutor attributions, where things go right (successes) or wrong (challenges) in

tutoring is what seems to set tutors apart. So, what are some practical solutions that might have impact, are addressable, and can be implemented? First, one suggestion is promoting more communication and support between the educational village that supports the student. This would include a multi-tiered system with multiple stakeholders and pipelines for communication. Second, a rebranding and recalibration of the expectations of what "tutoring" means, and the purpose it serves. To better align the purpose of effective tutoring with what is actually being implemented on a wider scale, more concrete definitions and recommendations should be offered, including clear expectations of what is being conducted, training, and resources to support implementation. Finally, at the core of these issues rests a greater question centered around educational equity. Perhaps we consider a shift away from standardized metrics of student efficacy and consider a more holistic approach to human-centered education, and reframing of the purpose of education as a whole. Recommendations are discussed in detail below.

The Educational Village

The amount of educator burn-out we are experiencing in our society is reaching unprecedented levels, and as demands increase, this is unlikely to discontinue unless substantial changes or reimagined structures are implemented. Perhaps the educational crossroad we have arrived at is in large part a function of the fact that we are asking too much of too many stakeholders. Can teachers do everything that we expect of them? Is the curriculum too demanding? What if we were to reconsider this educational triangulation and think more deeply about the role of the teacher but creating bidirectional arrows for all stakeholders in the triangulation and moving goals, motivations, and attributions to the center of this relationship. Perhaps in this paradigm, we can more deeply consider an educational

world in which stakeholders are held accountable in reimagined ways, instead of being omnipotent disseminators of information.

One possibility is to consider the implementation of educational teams, in which the pressures of supporting students through their learning journeys become more evenly distributed, and accountability is reconsidered. As described in Study II, tutors understand that their role is distinct from, yet complimentary to, that of the teacher. However, only some of the tutors reported having regular contact with teachers to understand how to support this complementary relationship. With such intense curricular demands on teachers and students alike, it seems incredible for one teacher in a classroom of 30 or more students to satisfy all the unique pedagogical needs of each student. Implementing a multi-tiered structure where tutors are regularly integrated into the larger classroom and school community is one potential solution. Rather than thinking of tutors as separate entities, it would be of benefit to intentionally integrate their efforts and energy within the school culture, community, and environment. In this reimagined education paradigm, additional stakeholders also have proactive involvement: a tutoring expert to monitor progress and oversee training, the teacher, and the parent/guardian of the tutee. This multi-tiered approach also requires regular communication between stakeholders through educational team meetings and progress updates.

This, however, would require a large number of resources, time, and training to be implemented effectively and sustainably. Finding qualified individuals who are available during regular school hours to commit to this effort is core challenge. One potential solution to this is to consider leverage preexisting systems and communities with resources available. For example, teachers who are in training could benefit from this tutoring model as part of

their pre-service training, and in conjunction, learn the educational hierarchies, including how to communicate with educational teams and parents. Moreover, options such as City Year and AmeriCorps have been proposed as viable options, thus, leaning into these resources might be a good way to think about utilizing peoplepower who already have a vested interest. This could further support the lives of K-12 students by integrating tutor motivations and goals reported across both the quantitative and quantitative studies represented. Finally, along those lines, amalgamating the experiences of those who are already invested in similar initiatives is better than reinventing the educational wheel. Universities might consider offering certification programs, participatory action research, and other programs that offer incentives and training to all those who participate. As our educational needs continue to ebb and flow through a constantly evolving society, these recommendations will likely also change, and serve as a starting point for thought and consideration.

The "Tutoring" Conundrum

Based on the quantitative, but especially the qualitative experiences of tutors, there seem to be many things that are characterized as "tutoring," however, are these truly experiences that should be characterized as such? According to the five pillars of effective tutoring proposed in chapter one, and as outline by LPI and others, many of these experiences do not seem to map onto the first three tenants of the definition of effective tutoring (i.e., who is providing the tutoring, frequency of dosage, and regular monitoring). What, if any, kind of problem does this pose? If we consider the policy implications for the potential increase in wide-spread tutoring as a potential to remediate learning gaps, this can certainly be perceived as potentially problematic, and maybe even harmful for student learning. So, how are we defining tutoring? And perhaps more importantly, why does this matter?

Considering a wider perspective, which includes reading of current a historical literature on tutoring, and considering the results of the study, it is important to think about the potential implications of some of these results in a broader sense. Reflecting on tutor training (recall that 6.64%, n = 14 of surveyed tutors reported receiving structured training), this might be an important consideration for policy implications, to further unpack the ways tutors are prepared to enter the field, and more importantly to stay in the field. This critical consideration should be further explored through future research programs to think more deeply about the ways in which tutors are prepared to effectively support unique student needs, and encounter challenges and nuances of this multifaceted field. This is important to investigate, understand, and perhaps, rebrand what we are classifying as "tutoring" experiences to prevent harm for students and educators alike.

In a series on Education Practices of Tutoring, Topping (2000) writes, "the tutor might not be sure exactly how the school wants the work to be done…Remember tutors are not expected to know everything. They should always be ready to say, 'I am not sure' or 'this is my way, but it is not the only way' (p. 7). This quote reveals an antiquated notion as compared with the current expectations of high-dosage, effective tutors, further demonstrating how quickly educational advances are made. To keep up with these demands, and to scale tutoring to meet the needs of unfinished learning, two relevant recommendations are 1) to be more intentional about what is being referred to as "tutoring" experiences and 2) implement and sustain better training for these tutoring programs.

In qualitative interviews with tutors, some individuals reflected on the negative stigma associated with the word "tutoring." Perhaps it is time to gravitate away from this label and rebrand these learning experiences in ways that better situate the teaching and learning that is

actually happening. In an informational interview with a tutoring program situated alongside a small University in the Midwest, a tutoring program director reflected on a similar notion, and one attempt at reconciliation was through rebranding with focus on building skill sets through radicalized leadership development. They recognized that the term "tutoring' was not an earnest representation of actions they embodied in their programmatic structure and wanted to provide an emphasis on building a learning opportunity reinforcing classroom curriculum, and deeply situated in "community engaged culturally responsive pedagogy." So, do we call this tutoring? This is an important opportunity to create intentional distinctions between what we are doing pedagogically, and more importantly, what we are not doing. This example is one exemplification of what can and should be enacted on a wider scale to separate "high-quality, effective tutoring" from other experiences that resemble tutoring. Encouraging program leaders and preexisting organizations to think critically about what they offer, how they enact their practices, what curriculum they endorse, and why and with whom they engage may be one step toward thinking about whether "tutoring" is the right label, and how this is communicated to broader communities.

Next, more intentional training from qualified persons should be implemented to ensure that future initiatives that are labeled as "tutoring" follow the recommendations of high-dosage, effective tutoring. This is an important recommendation to ensure that as tutoring expands on a wider scale, it is being implemented as intended, and not inadvertently causing harm. Part of this training should also include culturally responsive teaching, and adaptive attributions. Given that the stories tutors tell themselves seem to be maladaptive for less experienced tutors, one of the things that might be an important training contribution is well-being protection for tutors to prevent burnout. This seems to be especially salient for

tutors who are younger, and if we want to equip tutors will skill sets to keep them in the field, these adaptive traits should be embedded in the training so that when things go wrong, tutors have tools, training, and resources to turn to. It is important that the training is also employed regularly and progress for tutors is monitored by a trained individual (as described in the previous section). Checks and balances and effective communication within a broader system are an important part of ensuring the longitudinal efficacy of this revised model.

What's Really to Blame?

In our current approach to education, we consider and privilege a system by which many of the educational choices being made with and for a student are beyond their control. Perhaps it is time to reconsider a more radicalized human-approach towards education that is more in line with historical methods, and in line with what tutors now reflect upon (e.g., student-centered approach to education). One consideration is to attempt to shift away from a metric-driven, standardized approach to education, and move toward a paradigm that is similar to how tutoring was historically performed (i.e., the Socratic method). In this approach, student interests can once again become centralized in the teaching, learning, and overall method. With triangulation to better support the authentic, child-centered learning and life goals of the student, perhaps the onus does not have to fall on one individual. With a more comprehension triangulation between a trained educational team, the student, and other stakeholders, the potential for success in learning authentic skills that apply beyond the classroom become larger than standardized testing, and administrative red tape.

If we move toward a definition and implementation of tutoring more like it was practiced by Socrates, and rest this on a refined understanding of what tutoring is, this has the potential to support students in a reimagined, human centered way. Rather than continuing to

layer multiple interventions and add to the increasing complexity of K-12 education, perhaps it is better to consider a modality by which we scale back the demands on educators and students alike. With the increasing emphasis on standardized testing, demands on students and teachers are centralized around increasing testing performance. But is this the best way? If schooling continues to overemphasize the importance of standardized testing practices, the privileged voices and ideas are not really about the student learning, ideas, or experience. By equipping tutors with the skills to critically consider whose knowledge and ideas are being privileged in curriculum, empower students, and connect more intentionally with the broader community and structures, these initial steps can be taken to think about strategies to move towards a more equitable and decolonized curriculum.

This work has broader implications for teachers, students, and families, particularly those most disproportionately impacted by the pandemic. These perspectives shed light on learning, particularly in the digital era, and may help us better understand the nuances of the student experiences at this unique pedagogical juncture. Because tutoring is likely to expand in the future, it is important to gather insights from more stakeholders concerning their attitudes about these learning experiences. This could include more voices from parents, additional students, teachers, and directors of tutoring centers and organizations. Generating these conceptualizations can pave the way to a more comprehensive understanding of the field overall, and ensure we arrive at a place where "tutoring" is implemented equitably, effectively, and with fidelity.

Limitations

It is important to acknowledge that this is only part of what I plan to contribute to a larger body of work examining educational perspectives, backgrounds, and ideologies. To

develop a more holistic picture of the important work of tutoring, it will be important to include the perspective of students, parents, communities, tutors, and other stakeholders from more backgrounds, perspectives, and locations. This work is a initial representation of larger ideas, conceptualizations, experiences, thoughts, and methodological approaches. I look forward to further exploring many of the possibilities that this work offers by including multiple perspectives, scientific approaches, and theoretical frameworks. Below are some limitations, considerations, and justifications for potential directions of future study.

This current work presents some limitations that are essential to acknowledge. One limitation includes that fact that this body of work included no data on whether or not participants had any pervious training or experience in educational settings. This could have an impact on the way the variable "experience" was conceptualized, as someone with experience in an educational setting (for example, with several years as a teacher), may have only tutored for one year, but may have had training and experience as a teacher. Further efforts will more carefully scrutinize experience as also potentially related to its relationship with expertise to account for this limitation.

An additional limitation to consider is the fact that there was no information or data collected considering student performance. All of the information collected for these studies accounted for the experiences of only the tutors but did not triangulate with any student outcomes. This may be a helpful way to think about if the goals of the tutors do, in fact, map onto what they are accomplished (i.e., if a tutor reports they are interested in increasing student math performance, is that also reflected in the student's math performance?). While this was not within the scope of the current body of work, it is a consideration for future

study. The current work aimed to only understand tutor perspectives first, to then be able to examine additional perspectives in future lines of study.

Considering data collection, there are some potential limitations to reflect upon. First, data were only collected at a single time point. This could potentially impact survey takers responses to some of the questions included on the survey. For example, if they had just completed a particularly difficult tutoring session in which technology was a major obstacle they encountered, they may be likely to report that as their only obstacles encountered, and not consider additional challenges they encounter in tutoring. As a potential way to mitigate this, it could be helpful to either consider collecting data over multiple timepoints in the future to think more about contextual factors that might impact data quality, aim to understand tutoring experiences through a longitudinal study, or administer survey data through an alternative mechanism (e.g., in-person at schools or tutoring centers).

Further, the survey design could benefit from improvement to consider better approaches for capturing more salient ideas, reduce the overall survey length, and ensure variables are straightforward to prevent attrition. Recognizing that I did have a large number of dropped and incomplete cases (N = 149), I acknowledge many potential opportunities to improve survey design for future study. This could include a shortened survey length, fewer open-ended response options, and more selective validation response. I also acknowledge that I collected additional survey data that was not used within the scope of the current body of work. Some of these variables could be used for future study to further explore tutoring context (e.g., number of students tutored, frequency and dosage of tutoring sessions, subjects tutored, etc.). Given the current global circumstances, it was most salient to understand context through the lens of tutor location to understand whether tutoring is being administered

in-person or virtually. However, this provides only a narrow understanding of the context by which the tutoring is taking place. Future work will aim to add additional breadth and depth to tutoring context to further explore other contextual factors that might be impacting the goals, motivations, and attributions of tutors.

Future Directions

Future work should take the perspectives and considerations of additional stakeholders into account. It is essential to understand how the individuals who are engaged in tutoring from multiple perspectives are perceiving the work, and what their attitudes about tutoring are. Additionally, this information can be used to examine if tutoring attitudes between tutors, parents, and students who receive tutoring align. For example, it would be important to learn about the student perspective in this paradigm and consider more about the important role of the parent. Hearing from students and parents, learning about what they perceive the role of the tutor to be, and understanding whether this aligns with tutor perceptions can help determine important next steps in the future of tutoring. If students or parents have very different perceptions about the importance of tutoring, perhaps this will have policy implications for how, where, and why tutoring is applied and realized on larger scales. Ultimately, students are the ones who are intended to benefit most from tutoring, and if they have very different perceptions about tutoring, this is an important learning and consideration for future tutoring efforts.

One additional perspective that would be an important consideration is that of tutoring program directors and/or managers. Their conceptualizations of tutoring and the motivations, goals, and attributions of tutors have the potential to provide additional breadth and depth to establish a full picture of tutoring. This can contribute to important recommendations on how

to advance the field in a sustainable way. Through preliminary informational interviews with tutoring directors from across the country, one interesting emergent theme has been perceptions on the need to connect tutors in order to share resources, ideas, and create a network of support. This theme has arisen across multiple conversations and would be an interesting research idea for a future exploratory qualitative analysis. In addition, it is important to triangulate this conceptualization with voices from other stakeholders to understand if this perceived need is also echoed from additional perspectives (i.e., do tutors share the desire to connect with other tutors). Future research efforts can examine multiple conceptualizations in order to create a triangulation of the future of tutoring.

Additional research efforts should also take a longitudinal approach to examine long term efficacy and implications of tutoring, and how longitudinal conceptualizations of tutoring align between tutors and the students who receive tutoring. If considering the opportunity to collect additional data, additional perspectives would be an important viewpoint through an opportunity such as an in-depth case study of one particular tutoring program or programs. In this situation, longitudinal perspectives from multiple tutors, tutees, and teachers could be collected over the course of a semester in order to understand how tutors from different statuses (i.e., paid versus unpaid) reflect on their tutoring experiences, and how the student and teacher experiences compare to one another.

As we reflect on educational gaps that have been exacerbated as a consequence of the pandemic, it will be important to think about strategies that may help move the needle forward, rather than continuing to reflect on those gaps. Much of our energy has largely focused on understanding what to do during the transition to online instruction as a result of COVID-19. However, it will be important to have concerted and collective energy centralized

around what to do when schools go back to completely in-person instruction, and how to continue to support students who could benefit from additional strategies to support unfinished learning. Throughout this pandemic, students and educators have both learned myriad new skills, strategies, and ideas about education. It will be critical for us to think about what that learning is from both perspectives, and how we can leverage this new knowledge to continue to understand alternative strategies and refreshed approaches. This includes continuing tutoring initiatives and ensuring those initiatives honor the perspectives of educators and students alike. Together, this information will provide direction for future work to examine what is required for tutoring experiences to be both effective and meaningful. This can contribute toward making educational progress, promoting justice, and reducing equity and access gaps.

Methodologically, there are many additional opportunities that may be afforded with the current dataset, and in future research opportunities. With the current dataset, one potential opportunity is in an alternative approach to qualitative analysis. The current study used a deductive approach to qualitative analysis utilizing the theoretical framework established from Study I. One alternative approach could be an inductive analytic framework, whereby themes organically arise for a new research question, and coding operates in more of a constructivist epistemological framework. This, however, would depend on theoretical assumptions associated with the fit of the research question for future reflexive analysis. Alternatively, additional approaches to qualitative analysis could be utilized. This might include a summative content analysis with a naturalistic paradigm, or a narrative analysis to understand the stories constructed from participants (McAlpine, 2016). In addition, more engaged and intentional solicitation of participant voice throughout the research process can

be utilized to ensure their thoughts are accurately represented. Motulsky (2021) suggests using reflexive participant collaboration as an alternative to member checking. In this approach, "participants and researcher(s) collaborate on meaning making and collaboration" (Motulsky, 2021, p. 402). By implementing this approach to validation, future research efforts can ensure validity, credibility, and transferability of the qualitative research, while also keeping the participant central in the process.

Quantitatively, it would be of great value to the field to consider utilizing a Latent Profile Analysis (LAP) or Confirmatory Factor Analysis (CFA) to explore the connections between the different variables of interest and how they map onto different tutor profiles. In order to accomplish this, additional survey data would have to be collected to satisfy the Minimum sample requirements for each group of an LPA or CFA (Recommended group size is 250 participants). Alternatively, a multiple imputation approach could be used with the missing survey data to arrive at a minimum sample size of 250 participants. To perform a CFA or LPA requires a measure of a continuous variable. Several of the variables of interest in the survey could easily be transformed into a continuous variable (e.g., experience in years on a continuous scale, tutor age, number of students tutored, etc.). This quantitative approach has the potential to create a better understanding of who surveys are reaching, what they do, and this could be also determine future directions for deeper qualitative study.

Future work could also examine additional theoretical perspectives to consider the multifaceted ways in which motivations and contextual factors have been examined. For example, Expectancy-Value Theory (Eccles et al., 1983) could provide an important future lens for which to examine some of these questions, perspectives, and ideas. In addition, the current theoretical framework left an unaddressed gap between Goal Orientation Theory and

Attributions. Future work can explore the theoretical overlap between when things actually go well in tutoring, and how this aligns with tutoring goals. This is a good potential application for Expectancy-Value Theory and could be applied both quantitatively and qualitatively in future research.

Finally, it is important to acknowledge that this project was imagined, carried out, performed from the inception phase to completion exclusively during the ongoing COVID-19 pandemic. All variables were operationalized through a contextual lens that might only exist at a particular point in our societal and educational history (the COVID-19 pandemic). This historically unprecedented time has had tremendous ramifications interpersonally, situationally, and societally in ways that we continue to uncover, learn, and research. This is an important theoretical and contextual consideration for this work, to that end, it is important to consider whether or not the context this work was performed in could have influenced the work and results. It is possible that some of these ideas, results, reflections, and findings may not extend beyond the scope of the current global circumstances. This is an important consideration for future steps in understanding how educational circumstances can be impacted by the factors beyond the locus of control of educators, students, and families. Future research efforts should consider replication in additional contexts to examine whether or not these results are consistent in additional future contexts and circumstances. A key take away from this research, and one that is particularly important to bear in mind in light of the current global circumstances is that context matters. It is important that as researchers, we acknowledge the importance of context in our work. A visual representation of the potential impact of this context is imagined in Figure 5.1, with the outermost contextual layer as "COVID-19."

Implications & Concluding Remarks

This work demonstrates that perhaps, there is no "one size fits all approach to tutoring." Additionally, there are so many experiences that are getting labeled as "tutoring" but are they actually what they seem? For me, this work is always an iterative process, there is continuously something more I can learn throughout the work, opportunities for improvement, alternative approaches, and infinite ways to support the needs of the greater community. Despite this uncertainty, this is an ideal time to leverage these circumstances to reimagine the future of education and continue the work of studying tutoring, and education from multiple perspectives to work towards proving the promise of this important approach to child-centered, radicalized, authentic learning. As described by one K-12 tutor, "Tutoring is an opportunity to improve skills, increase awareness, and build a relationship with another caring individual who will also help reach help. It takes a village, and we are part of the village. Every caring adult who interacts with that child is part of that village, and the role we play has to be something that only strengthens that person in their journey."

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Table 2.1
Participating Tutoring Programs

Program	State	Status	Location	Description (from program)
A Way with Words and Numbers	MO	Volunteer	Hybrid	Free tutoring services to K-8 students who are struggling in the areas of reading and math.
After-School Newcomb Tutoring	LA	Volunteer	In-Person	Free tutoring service located at Tulane University, which pairs Tulane students with K-8 students from the New Orleans area. The goal of their club is to assist kids with homework and help them to establish good study habits.
Bearcat Buddies	OH	Volunteer	Hybrid	Volunteer tutoring program for students in the Cincinnati Public Schools.
Boost! West Oakland	CA	Volunteer	Hybrid	No-cost tutoring and mentoring program for K-6 students in West Oakland.
Center for Success Network	MI	Volunteer	Hybrid	Unite community through literacy instruction and empower students in their journey of education.
Chicago Teen Mentors	IL	Volunteer	Virtual	Free one-on-one tutoring over Zoom in math and reading, exclusively for 3rd to 10th grade CPS students.
Cluster Tutoring	IL	Volunteer	In-Person	Contribute to the lives of Chicago-area students through free one-to-one tutoring and academic enrichment opportunities enhanced by caring, mentoring relationships.

Community Education Partnerships Tutoring Program	CA	Paid	Hybrid	High-quality, individualized tutoring and mentoring for Bay area children facing homelessness and housing insecurity.
Connexions Tutoring	IA	Volunteer	Virtual	Free tutoring services in all areas of study for students in grades K-12 helping students struggling with homework, understanding concepts in class, as well as those seeking to get ahead of courses.
Count UP Math Tutoring Program	AR	Volunteer	In-Person	Free after-school math tutoring program for K-12 students. One-on-one tutoring tailed to students, both for assistance with math homework and more intensive skill building.
EduMate NYC	NY	Volunteer	Virtual	Group of students aiming to support K-12 NYC public school children through the COVID-19 pandemic by connecting volunteer tutors with students from facing disproportionate challenges exacerbated by the pandemic.
K-12 Connect	MI	Paid & Volunteer	In-Person	Academic support to K-12 learners through virtual, high-dosage tutoring services. We offer free, homework help tutoring to families as well as partner with schools to provide personalized, contracted services.
LearnToBe	CA/ Virtual	Volunteer	Virtual	Free, one-on-one, online tutoring to underserved K-12 youth around the United States.

Lindamood Bell	IL	Paid	In-Person	Traditional reading and tutoring programs focusing on content instruction and sensory-cognitive processing necessary for reading and comprehension.
Meme's Tutoring & MDO	TX	Paid	In-Person	Enhancing academic and cognitive skills to prepare students for everyday life and the daily challenges they will face.
Mosaic Masterminds	MI	Paid	In-Person	Helping learners of all types to improve their academic performance and higher-level thinking by offering unique and individualized learning experiences that increase personal growth and raise self-esteem.
New Jersey Summer Tutoring Crops Program	NJ	Paid	In-Person	Tutors from teacher preparation programs at TCNJ and other New Jersey universities and match them with children attending summer programming at Boys and Girls Clubs of America, YMCAs, and other community organizations for eight weeks of mathematics instruction.
Pandemic Professors	Virtual	Volunteer	Virtual	Nonprofit organization that offers free online tutoring to low-income students.
Quarantine Tutors	Virtual	Volunteer	Virtual	High school students offering free online *tutoring* to K-12 students in need of academic support due to school closures.
The Tutoring Center	MI	Paid	In-Person	Intense learning environment that combines "The Rotational Approach to Learning" and One-To-One

				Instruction for a quality K-12 education.
Tutor Corps	Virtual	Paid	Hybrid	Private, academic tutors provide personalized instruction to elementary, middle, and high school students online and at home.
Wake Forest University Tutoring Program	NC	Volunteer	Virtual	Undergraduate and graduate students tutors for local K-12 students during school closures caused by the COVID-19 pandemic.
Wolverine Tutors	MI	Volunteer	Hybrid	Community of tutors through the University of Michigan providing one-to-one tutoring through online and in-person settings for K-12+ students.
Woodward School for Technology and Research	MI	Volunteer	In-Person	Students work one-on-one in tutoring program with K-8 students to improve math and writing skills.
Zooming Tutors	Virtual	Volunteer	Virtual	Student led virtual private tutoring service that connects middle school learners to high school tutors.

Note. This table represents tutoring programs that were directly contacted and agreed to participate in the study. Actual tutor program representation in the final sample used may include additional programs as a result of snowball sampling. This may leave some programs unaccounted for in this table represented above.

Table 2.2
Tutor Demographics

Description	N	Percent
Sex		
Female	165	78.20
Male	42	19.91
Non-Binary/Other	7	03.32
Race/Ethnicity		
White	110	52.13
Asian	60	29.70
Black	14	6.93
More than one race	10	4.95
Hispanic/Latinx	8	3.96
Education Level		
Some college	58	28.85
High school graduate	52	25.87
College Degree	38	18.90
Some high school	28	13.93
Advanced Degree (M.A., Ph.D. +)	25	12.44

Note. Total N varies for each category depending on how many participants reported data.

Table 2.3
Missing Data

Description	N	Percent of Missing Data
Consented but did not complete survey (completing 2% of survey)	92	61.74
Consented and did not complete anything beyond first page of survey (completing 11% of survey)	17	11.40
Consented and completed less than 50% of the survey, or automatically timed out	40	26.85
Auxiliary Variable 1 'Tutor Experience': Novice	24	42.11
Auxiliary Variable 1 'Tutor Experience': Emerging	23	40.35
Auxiliary Variable 1 'Tutor Experience': Advanced	10	17.54

Note. Total for missing data is N = 149 participants.

Table 2.4
Descriptive Statistics for Dependent Variables Study I: Goals

N	Immediate Academic Goals	Broader Academic-Related Goals	Larger Life Goals
One Goal (n = 167; 79.15%)	58.29% (n = 123)	20.38% (n = 43)	<1% (n = 1)
	Immediate + Broader	Broader + Larger Life	Immediate + Larger Life
Two Goals (n = 49; 23.23%)	20.38% (n = 43)	2.37% (n = 5)	<1% (n = 1)
	Immediate + Broader + Larger Life Goals		
Three Goals (n = 2; 1%)		1% (n = 2)	

Note. All results based on sample size of 211 K-12 tutors.

Table 2.5
Descriptive Statistics for Dependent Variables Study I: Motivations

Category	**N**	**%**
Intrinsic Motivation	127	60.19
Extrinsic Motivation	33	15.64
Both Intrinsic & Extrinsic	42	19.91

Note. All results based on sample size of 211 K-12 tutors.

Table 2.6
Descriptive Statistics for Dependent Variables Study I: Attributions: Obstacles

Attribution	N	Percent
Internal	41	17.83
External	189	82.17
Student Motivation/Engagement	82	43.39
Technology	64	33.86
Interpersonal Connection	23	12.17
Knowledge Gap	21	11.11
Resources	19	10.05
Other	17	8.99

Note. Percent is based on total number of responses: n = 230 for total attributions; n = 189 for external attributions based on non-mutually exclusivity of coding categories.

Table 2.7
Descriptive Statistics for Dependent Variables for Study I: Attributions: Successes

N	Process	Outcome	Characteristics
One Success Categories (n = 131; 62.08%)	24.43%% (n = 32)	44.27% (n = 58)	31.29% (n = 41)
	Process + Outcome	Outcome + Characteristics	Process + Characteristics
Two Success Categories (n = 72; 34.12%)	19.44% (n = 14)	26.39% (n = 19)	54.17% (n = 39)
	Process + Outcome + Characteristics		
Three Success Categories (n = 10; 4.74%)		4.74% (n = 10)	

Note. All results based on sample size of 211 K-12 tutors.

Table 2.8
Correlations

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13
Goals													
1. Immediate	--												
2. Broader	-.39**	--											
3. Larger Life	-.36**	-.22**	--										
Motivation													
4. Intrinsic	-.050	.04	.05	--									
5. Extrinsic	.14*	-.08	-.07		--								
Successes													
6. Process	-.09	.08	.06	.02	-.01	--							
7. Outcome	.02	-.09	-.05	-.02	-.01	-.39**	--						
8. Characteristics	.03	.04	.03	.14*	.02	.01		--					
Attributions													
9. Internal	.12	-.09	.03	.02	-.08	-.07	.09	-.07	--				
10. External	-05	.10	-.04	.03	.02	.09	-.04	.05	-.64**	--			
Tutors													
11. Status	.02	.68	-.03	.02	-.08	.07	-.02	-.07	.08	-.04	--		
12. Experience	-.05	-.01	.04	.10	-.06	.02	-.15*	-.19**	-.08	.12	-.32**	--	
13. Context	-.11	.01	.03	.08	-.04	-.02	-.11	.02	-.02	-.02	-.15*	.16*	--

Note. * $p < .05$, ** $p < .01$

Table 2.9

Chi-Square Analysis Results for Tutor Goals and Motivations by Status, Experience, and Context

Immediate Goals	Chi square tests of Independence
Status	χ^2 (2, N = 211) = 1.41, p = .493
Experience	χ^2 (2, N = 211) = 1.24, p = .54
Context	χ^2 (2, N = 211) = 2.73, p = .253

Broader Goals	Chi square tests of Independence
Status	χ^2 (2, N = 211) = 1.48, p = .476
Experience	χ^2 (2, N = 211) = .003, p = .999
Context	χ^2 (2, N = 211) = 3.95, p = .139

Larger Life Goals	Chi square tests of Independence
Status	χ^2 (2, N = 211) = 1.43, p = .490
Experience	χ^2 (2, N = 211) = 4.32, p = .115
Context	χ^2 (2, N = 211) = 3.39, p = .184

Intrinsic Motivation	Chi square tests of Independence
Status	χ^2 (2, N = 211) = 5.75, p = .750
Experience	χ^2 (2, N = 211) = 3.39, p = .183
Context	χ^2 (2, N = 211) = 2.32, p = .313

Extrinsic Motivation	Chi square tests of Independence
Status	χ^2 (2, N = 211) = 1.87, p = .393
Experience	χ^2 (2, N = 211) = 2.24, p = .327
Context	χ^2 (2, N = 211) = .940, p = .625

Table 2.10

Chi-Square Analysis Results for Tutor Attributions: Obstacles and Successes by Status, Experience, and Context

Challenges Internal Attributions	Chi square tests of Independence
Status	χ^2 (2, N = 211) = 3.71, p = .054
Experience	χ^2 (2, N = 211) = 3.94, p = .139
Context	χ^2 (2, N = 211) = .084, p = .959

Challenges External Attributions	Chi square tests of Independence
Status	χ^2 (2, N = 211) = 3.93, p = .140
Experience	χ^2 (2, N = 211) = 4.93, p = .085
Context	χ^2 (2, N = 211) = .084, p = .959

Successes - Process	Chi square tests of Independence
Status	χ^2 (2, N = 211) = 1.29, p = .524
Experience	χ^2 (2, N = 211) = .232, p = .890
Context	χ^2 (2, N = 211) = .391, p = .823

Successes - Outcome	Chi square tests of Independence
Status	χ^2 (2, N = 211) = .066, p = .968
Experience	χ^2 (2, N = 211) = 4.74, p = .091
Context	χ^2 (2, N = 211) = 3.53, p = .171

Successes – Characteristics	Chi square tests of Independence
Status	χ^2 (2, N = 211) = 1.16, p = .558
Experience	χ^2 (2, N = 211) = 8.49, p = .014
Context	χ^2 (2, N = 211) = .286, p = .867

Table 3.1
Individual Tutor Profiles and Descriptions

ID	Sex	Location	Description
101	F	Michigan	29 y/o white female with 3 years paid K-12 tutoring experience. Reports primarily tutoring in ELA reading and writing for student grades 3-12. All session take place in one-on-one format in-person in a commercial building. Tutoring sessions last approximately 4 hours and are highly structured by tutor and curriculum. Reports no interactions with teachers, and some communication with parents and other tutors.
102	M	New York	65 y/o white male with 45 years paid K-12+ tutoring experience. Reports providing tutoring in multiple subject areas, almost always in-person (some remote sessions as a result of the pandemic), and through one-on-one sessions in a private residence. Sessions generally last one hour, sometimes longer, and are structured around student needs, or what the parent requests. Reports minimal interactions with teachers or other tutors.
103	F	Michigan	49 y/o white female with 5 years paid K-12 tutoring experience. Owns and operates private tutoring company focusing on many different academic specialties, including building confidence, competence, and executive functioning skills. Also has over a decade of prior experience as a certified teacher. Sessions are always one-on-one, and centered around student needs, questions, and goals. Tutoring sessions were always in-person prior to the pandemic, moved to virtual space for the initial part of the pandemic, and have since returned to in-person. Reports high level of communication with parents (via text, email, and in person), and teachers (though a preexisting relationship with many of the other teachers in the district), but not many other tutors other than the other in the self-owned company.
104	M	Alabama	30 y/o Asian male with 10 years of volunteer K-12 tutoring experience. Most tutoring experiences center around math and science homework help for students in upper elementary grades, and always in a virtual capacity. Tutoring sessions are always one-on-one, and last 45 minutes to one hour (sometimes more depending on student need). Reports no interaction with other tutors, teachers, or parents. Tutor reports receiving minimal to no training for tutoring.
105	F	Illinois	28 y/o white female with 4 years paid K-12 tutoring experience. These tutoring experiences reported are part of a trained and paid apprenticeship (e.g., graduate assistantship), and sometimes take place during school hours, and always in-person. All sessions are focused on ELA/reading, and mostly for students in younger elementary (K-4). Reports constant communication with teachers, minimal communication with other tutors, and no communication with parents. Sessions last 45 – 60 minutes and are generally one-on-one and sometimes small group.
106	M	Florida	18 y/o mixed-race male with 2 years volunteer K-12 tutoring experience. All tutoring experience is part of a larger volunteer-based tutoring

			organization that emerged as a result of the COVID-19 pandemic and is completely virtually based. Reports that most tutoring is centered around homework help for students, and subjects vary based on self-reported student need. Student ages typically range from upper elementary through high school, and all sessions are one-on-one, virtually, and typically last 40 minutes to one hours, depending on the need of students. No tutor training or communication with parents, teachers, or other tutors reported.
107	F	New York	20 y/o Asian female with 5 years volunteer tutoring experience. Tutoring experience is primarily virtual as part of a larger tutoring organization, and some tutoring is in-person with older students centered around test preparation. Virtual sessions are with younger students (K-5), and center around homework help, and general skill development; test prep is 9-12. Reports minimal training (one hour video session), and some weekly communication via progress updates to parents, but none with teachers.
108	F	Michigan	37 y/o white female with 15 years of paid tutoring experience. Is also certified teacher with over a decade of middle school teaching experience. Tutors virtually with a private company, and specializes in tutoring history, mostly for high school students. Communication with teachers and parents occurs on an as-needed basis (for developing strategies for communicating certain motivational strategies for students or understanding school assignments). Most sessions last about one hour. Reports no direct training for tutoring outside teaching certification.
109	M	Texas	39 y/o white male with 12 years of volunteer tutoring experience. Previous tutoring experiences have historically been in person but have since transitioned into an entirely virtual space. Currently owns and operates a virtually based volunteer tutoring program focused on supporting math skill development for grades 5-12. Reports no tutor training, but provides structured training for tutees in the program, and has regular contact with parents to discuss student progress, but no contact with teachers. All tutoring sessions are one-to-one and are one hour or less. Students are located all throughout the United States.
110	F	California	38 y/o white female with 20 years of tutoring experience. Current tutoring role (which has been maintained for over 5 years) is through a paid tutoring organization for K-12 students. Most tutoring has been entirely virtual since the pandemic, and participant reports a sense that tutoring will stay virtual post-pandemic. Most tutoring is centered around homework help, but also build in study habits, academic skills, and overall proficiencies. No direct tutor training, but also has former experience as an elementary educator. Reports regular contact with parents in multiple formats, and some contact with teachers, as needed.
111	F	Michigan	41 y/o Black female with 19 years tutoring experience. Owns and operates paid tutoring company with main focus on building math skills and proficiencies for K-12+ students. Tutoring takes place in a hybrid format but has mostly transitioned to a virtual space as a result of the pandemic. Reports no direct training for their own tutoring, and mostly administrative tutoring for the tutors employed through the organization.

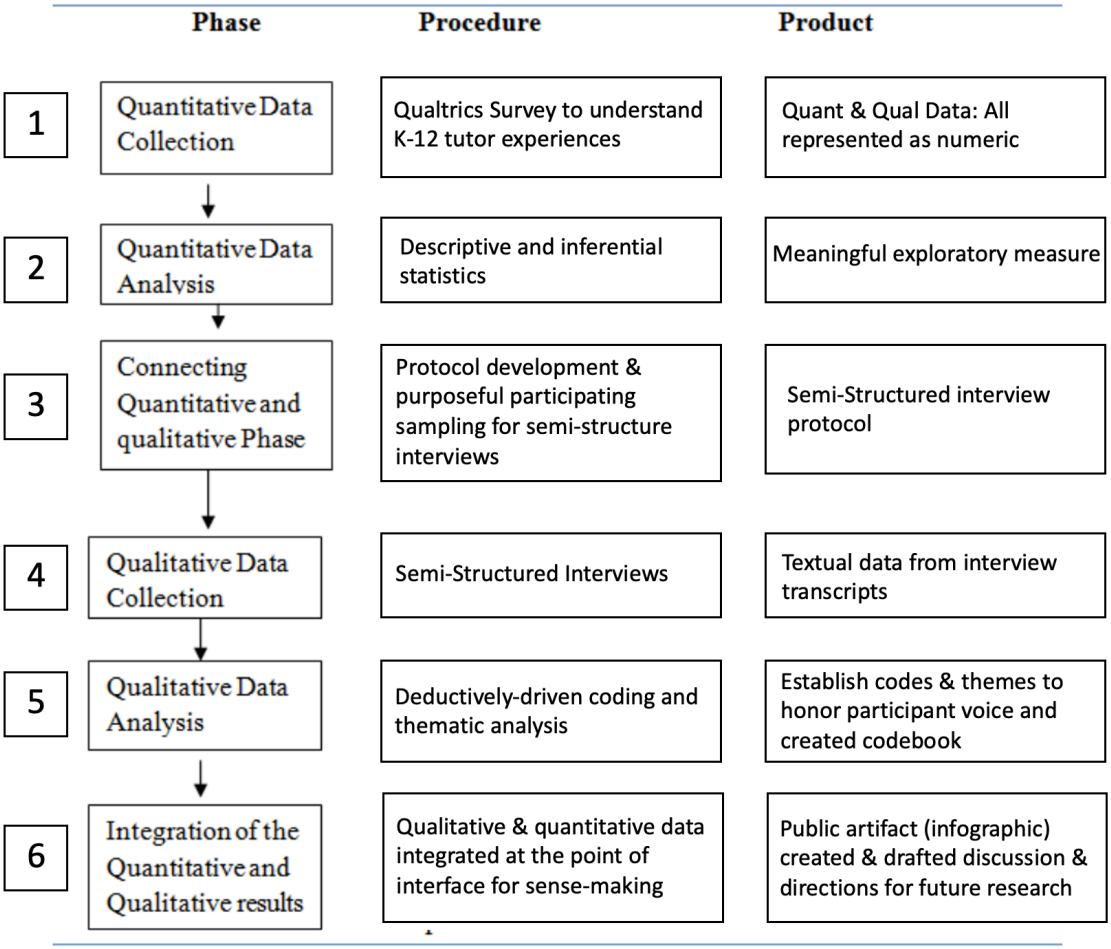
			Reports regular communication between parents and teachers (parents contractually agree to allow direct contact to teachers as part of the tutoring agreement), and minimal interactions between other tutors in the program, unless needed to fill in for sickness, absence, or otherwise.
112	F	New York	18 y/o White female with 1.5 years volunteer tutoring experience. Tutors only in a remote setting with a virtual organization that emerged during the pandemic. Reports receiving minimal training other than a very brief onboarding video. Most tutoring is for math or science (typically 5-8 grades), and some ELA (generally for the younger grades). Reports no communication with teachers, parents, or other tutors.
113	F	California	27 y/o female who identifies as "other" race/ethnicity. Has 4 years of paid tutoring experience with a professional tutoring company at the 8-12 level, all of which now takes place in a virtual capacity (most of which was in-person pre-pandemic, but has since shifted, and will likely stay that way). Has some training in education, but no proper certification. Tutors primarily US history, but also does some study skill building, essay writing, and AP test prep. Has extensive communication with parents to monitor student progress and develop strategies to support students and mentioned that some teachers are resistant to communication with tutors in district where many of the students are (mentioned tutoring stigma). Does not have contact with other tutors.

Table 3.2

Overall Qualitative Themes of Tutoring by Frequency and Percent

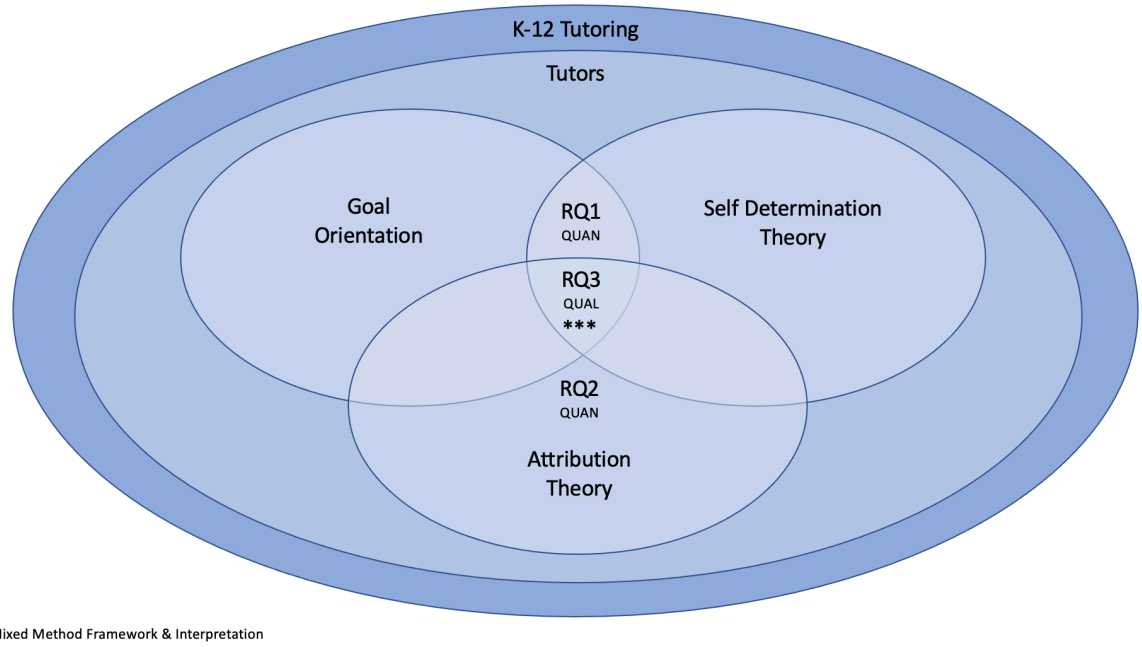
Category	Theme	Subtheme	N	Percent
Tutoring Conceptualization				
	Child-Centered		12	92.31
		Strategic Relationship-Building	5	41.67
		Parent Meeting	4	33.33
		Intake Forms	3	25.00
		Teacher Communication	3	25.00
	Teaching vs. Tutoring		8	61.54
		Contentious	3	37.50
Good Tutor (Successful Attribution)				
	Tutor Characteristics		11	84.62
		Patience	7	63.63
		Empathy	6	54.54
		Flexibility	6	54.54
		Creativity	2	18.18
	Experience			
		Relevant	4	30.77
		Not Relevant	3	23.08
Goals & Motivations				
			12	92.31
	Immediate		2	16.67
	Broader		7	58.33
	Larger		5	41.67
Attributions: Obstacles				
	Resources		7	53.85
		Materials	4	57.71
		Peoplepower	4	57.71
		Time	3	42.86
	Curriculum		6	46.15
	Technology		6	46.15
Triangulation				
	None		3	28.08
	Teacher + Parent(s)		5	38.46
	Parent only		4	30.77
	Teacher only		1	7.69
Future Directions				
	Resources		9	69.23
		Availability	5	55.55
		Knowledge	3	33.33
		People	4	44.44
	Implications of COVID-19		12	92.31

Figure 1.1
Explanatory Sequential Mixed Methods Phases, Procedures, & Products



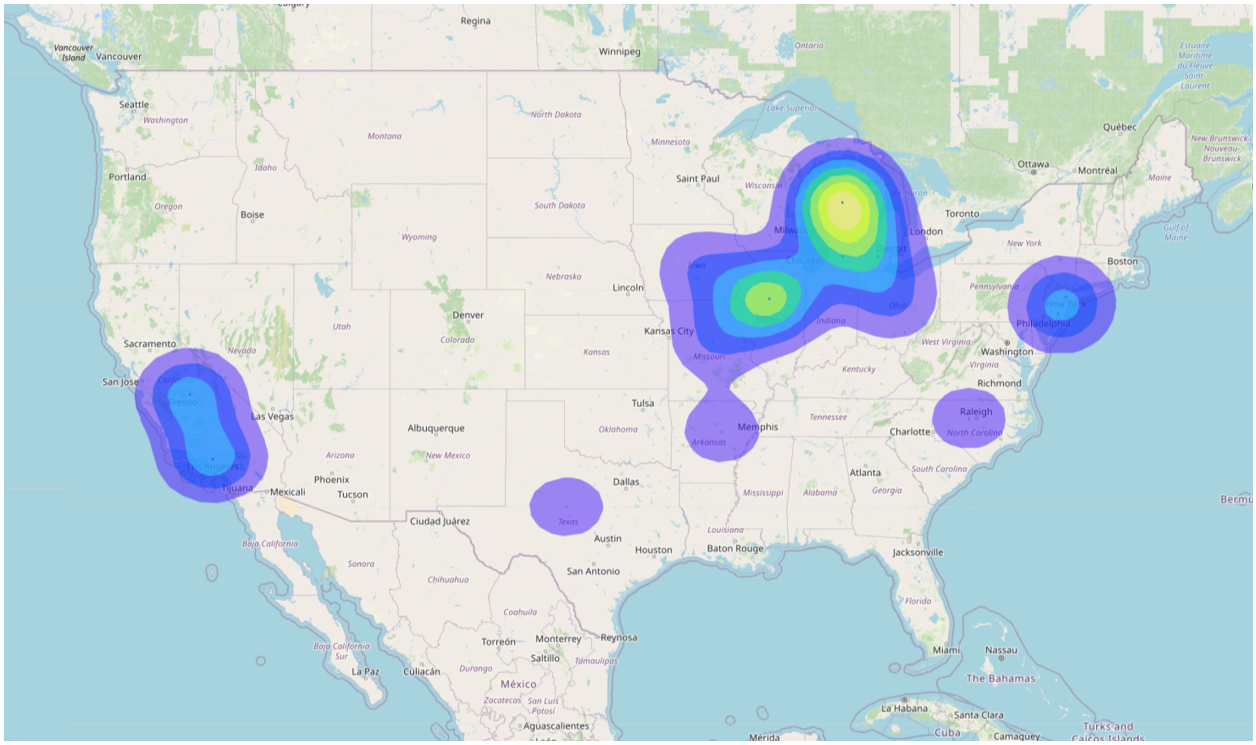
Note. This figure is visual representation of the six phases of an Explanatory Sequential Mixed Methods design. The visualization is adapted from the process figure established by Subedi (2016) based on the ideas tabulated from holistic representations of explanatory designs. The column entitled "phases" represents each of the design phases, the middle column represents the relevant procedures associated with each of the phases, and the right column displays the products or outcomes from each phase of the design.

Figure 1.2
Theoretical Framework



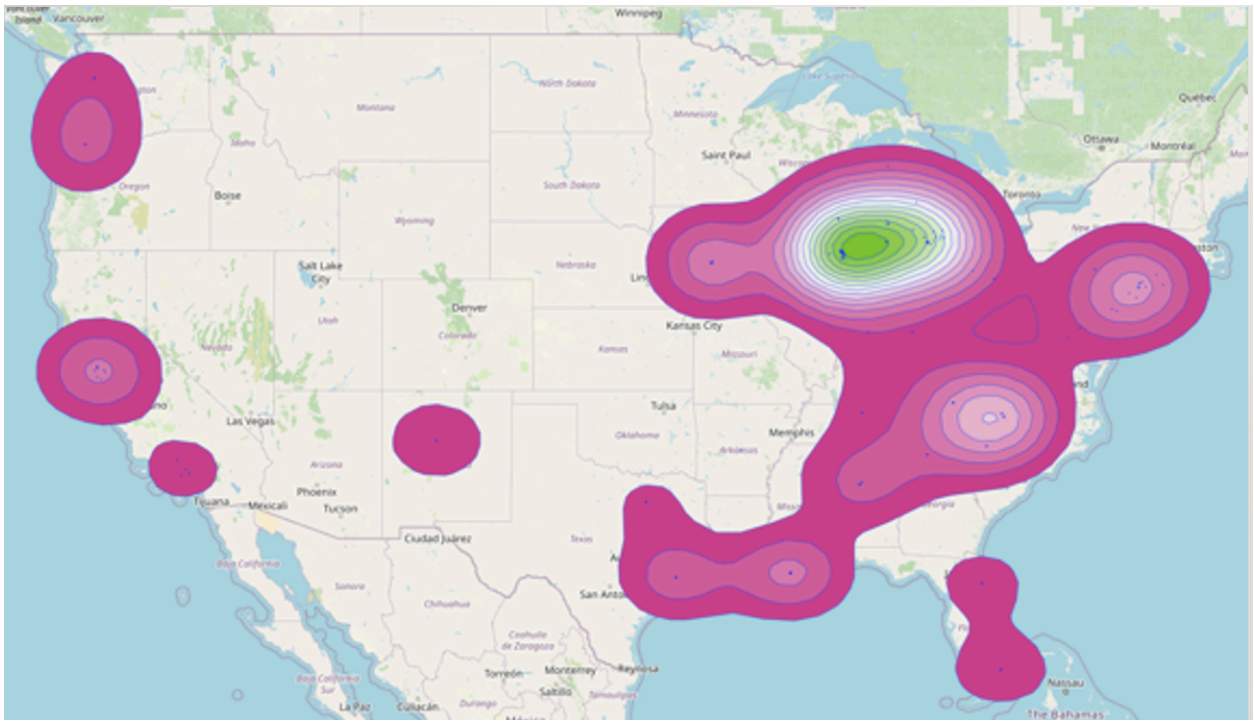
Note. Visualization of the application and intersections of the theories used to form this research including Goal Orientation, Self Determination Theory, and Attribution Theory. This theoretical model is situated in the context of the perspective of tutors and examines tutoring only in K-12 contexts. This theoretical model future represents how the research questions in this dissertation map onto the theories, and what corresponding analytic procedures and methodological approaches were used.

Figure 2.1
Tutor Program Locations



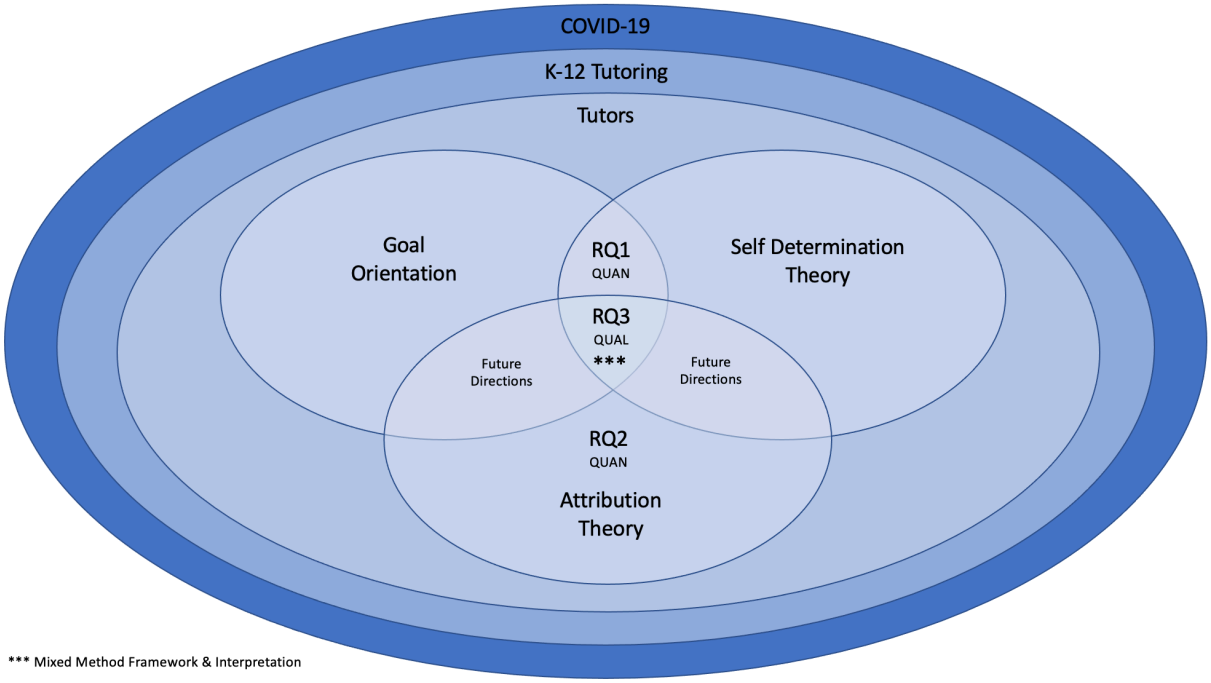
Note. Geographical representation of tutoring programs that participated in survey for Study I (N = 25). These programs represented 12 different states and included 5 programs that operated entirely or partially virtually.

Figure 2.2
Tutor Locations



Note. Geographical representation of K-12 tutors (N = 211) included in final survey sample for Study I. Tutors represented 26 states across the United States.

Figure 5.1
Revised Theoretical Framework with Contextual Considerations



Note. Visual representation of a reconsidered conceptual model that integrates the potential contextual and theoretical impact of COVID-19 as the outermost contextual layer.

APPENDICES

Appendix A

Qualtrics Survey distributed to participants

Introduction

Sarah Stilwell of the University of Michigan Department of Psychology invites you to be a part of a research study that examines tutoring. The survey is intended to help us understand how different tutors understand their own practices and how their views map onto historical perspectives to create a working conceptual understanding of tutoring. Your participation is voluntary, and you can stop at any time.

If you choose to participate, you will be asked to fill out a survey and think about your tutoring and educational experiences. There are no more than minimal risks associated with participating in this study, and you will not benefit personally beyond possibly learning something from the opportunity to reflect on some aspects of your tutoring. However, we hope that others may benefit in the future from what we learn as a result of this study. You will not incur any costs for being in this investigation. If you agree to take part in this study, your involvement will last for approximately 30 minutes.

We are not connecting your responses to the information we collect, and you will be identified with a random subject ID. We will keep your research data to use for future research on similar topics. These data will not identify participants.

It is totally up to you to decide to be in this research study. Even if you decide to be part of the study now, you may change your mind and stop at any time. By clicking on the forward button below, you are consenting to participate in this research survey. As part of their review, the University of Michigan Institutional Review Board Health Sciences and Behavioral Sciences has determined that this study is no more than minimal risk and exempt from on-going IRB oversight.

Who (you are as a tutor)

How long have you been tutoring? *

- ◯ Less than one year
- ◯ 1 - 3 years
- ◯ 3 - 5 years
- ◯ 5 - 7 years
- ◯ 7 - 9 years
- ◯ 10 + years

How many hours per week do you typically spend tutoring?

- ◯ < 1 hour
- ◯ 1 - 3 hours
- ◯ 3 - 5 hours
- ◯ 5 - 7 hours
- ◯ 7 - 9 hours
- ◯ > 10 hours

Do you **RECEIVE** information about the student(s) you tutor from the school or parent regarding student academic performance?

- ◯ Yes
- ◯ No
- ◯ _____ Other

What obstacles do you encounter during tutoring? *

_____

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I feel COMPETENT in my abilities as a personal tutor	○	○	○	○	○	○	○
Students often present issues or questions that challenge my CONFIDENCE as a tutor	○	○	○	○	○	○	○
Students often present issues or questions that challenge my COMPETENCE as a tutor	○	○	○	○	○	○	○
My CONFIDENCE as a tutor has changed over time	○	○	○	○	○	○	○
My COMPETENCE as a tutor has changed over time	○	○	○	○	○	○	○
I feel CONFIDENT in my abilities as a personal tutor	○	○	○	○	○	○	○

Please comment on the information regarding student(s) academic performance you receive:

Do you **PROVIDE** information about the student(s) you tutor to the school or parent regarding student academic performance?

- ○ Yes
- ○ No
- ○ _____ Other

Please comment on the information regarding student(s) student academic you provide:

What (kind of tutoring has been provided) *

In a sentence or two, how would you describe the kind of tutoring you provide? *

Which of the following most accurately captures the kind of tutoring you provide? (Select all that apply)

- ☐ Enrichment tutoring
- ☐ Remedial tutoring
- ☐ Test Preparation tutoring
- ☐ Admissions and Application tutoring
- ☐ Specialty Subject tutoring
- ☐ Homework help tutoring
- ☐ Peer tutoring
- ☐ _____ Other

What best describes your approach to tutoring? (Select all that apply)

- [ ] I tutor based on homework
- [ ] I create lessons based on what I think students need to work on each session
- [ ] I used a structured model that I am trained in
- [ ] _____ Other

What is the name of the model that you are trained in? *

_____

Which of the following subjects do you provide tutoring? (Select all that apply) *

- [ ] Reading
- [ ] Math
- [ ] Writing/Composition
- [ ] Science
- [ ] _____ Other

Are there specific assessments that are used to track progress of students you tutor?

- ○ Yes
- ○ No

Please describe the specific assessments you utilize to track student progress:

_____

How many students do you tutor, overall?

_____

How many students do you tutor during each session?

_____

What form does the personal tutoring take (e.g., one to one, group and curriculum based)? *

How long does each tutoring session last? *

- ◯ 1 - 30 minutes
- ◯ 30 - 60 minutes
- ◯ 60 - 90 minutes
- ◯ 90 minutes +

How often do you see your students? *

- ◯ Daily
- ◯ 4-6 times a week
- ◯ 2-3 times a week
- ◯ Once a week
- ◯ Biweekly
- ◯ Monthly
- ◯ Other

What age group(s) best describes the students you tutor? (Select all that apply) *

- ☐ Elementary School
- ☐ Middle School
- ☐ High School
- ☐ College
- ☐ Adult Learners
- ☐ Other

Do you request payment for your tutoring services? *

- ◯ Yes
- ◯ No
- ◯ Other

Do you charge the same rate for all students?

- ◯ Yes
- ◯ No

How do you determine the cost for tutoring students?

Where (does tutoring take place)

Where do you conduct tutoring? (Select all that apply) *

- ☐ Virtually
- ☐ School (during school)
- ☐ School (before or after school)
- ☐ Home
- ☐ Commercial office
- ☐ Public Building (i.e., community center, library)
- ☐ Other

Where do your students participate in tutoring sessions? (virtually, in school, from home, etc.)

Approximately what percent of the time do your students cancel their tutoring sessions?

0 10 20 30 40 50 60 70 80 90 100

0%

What are the main reasons students cancel?

- ◯ Transportation
- ◯ Illness
- ◯ Lack of interest
- ◯ Personal/ family conflict
- ◯ Weather
- ◯ Unknown
- ◯ Other

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
My students are prepared for tutoring and come with the materials they need for the tutoring sessions	○	○	○	○	○	○	○
My students need more time than I am able to provide	○	○	○	○	○	○	○
Tutoring improves my student's course grade(s)	○	○	○	○	○	○	○
There are no unnecessary interruptions during tutoring sessions	○	○	○	○	○	○	○
My student and I discuss what we're going to do at the beginning of each session	○	○	○	○	○	○	○
When the tutoring session is over, we summarize what we've done	○	○	○	○	○	○	○

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
Making a mistake during tutoring is no big deal	○	○	○	○	○	○	○

Please rate the following statements: #

	Never	Seldom	Sometimes	Often	Always
Sessions were ineffective	○	○	○	○	○
My student(s) cannot explain his or her learning needs	○	○	○	○	○
My student(s) do not have the time needed for tutoring	○	○	○	○	○
Establishing a relationship with my student(s) is difficult	○	○	○	○	○

Why (students receive tutoring)

What are your goals for the students you tutor? *

What are your goals as a tutor? *

Why did you become a tutor? *

Please describe the tutoring training you received: *

How would you describe effective tutoring? *

Please respond to the following questions regarding your motivation to become a tutor:

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
People I'm close to want me to tutor	○	○	○	○	○
I have made new contacts that may help my future career or educational goals	○	○	○	○	○
Tutoring is a way to make new friends	○	○	○	○	○
Tutoring looks good on my CV/resume	○	○	○	○	○
Tutoring lets me learn through direct "hands on" experience	○	○	○	○	○
Tutoring makes me feel better about myself	○	○	○	○	○
I can learn how to interact with a variety of people	○	○	○	○	○
I feel it is important to help others	○	○	○	○	○

What do you like the most about tutoring?

What are the greatest challenges you face as a tutor?

What is the biggest impact you have as a tutor?

What advice would you give someone who is thinking of becoming a tutor?

Anything else you'd like to add about your tutoring experiences?

What is your current age (in years)? *

What is your highest level of education completed? *

- ○ Some high school
- ○ Graduated high school or equivalent
- ○ Some college, no degree
- ○ Associate degree
- ○ Bachelor's degree
- ○ Master's Degree
- ○ Ph.D.
- ○ _____ Post-doctoral

Which gender do you most identify with? *

- ○ Man
- ○ Non-binary
- ○ Woman
- ○ _____ Other

Which of the following best describes you? *

- ○ I identify as Hispanic/Latinx
- ○ I do not identify as Hispanic/Latinx
- ○ _____ Other

Which of the following best describes you? (Select all that apply) *

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ _____ Other

Appendix B

Coding Manual: Goal Orientation

Research Questions:

What are the goals and motivations of K-12 tutors? And how do goals and motivations vary by status (paid versus volunteer tutors) and experience (how long someone has tutored)?

Context:

The overall purpose of this coding is to assign codes to survey responses to the question "what are your goals for the students you tutor?" This study aims to understand the relationships between how tutors engage in their practice by understanding their specific goals. This open open-ended survey question represents a subset of some of the goals tutors hold for their students. Responses for this question are coded using an adapted version of Ames & Archer's (1988) Goal Orientation Theory. Rather than dichotomizing goals into mastery versus performance goals, this adapted framework accounts for some of the goals that may not fit within either category or have some emerging characteristics of both categories.

To better understand tutor goals, responses were coded in three non-mutually exclusive categories into the adapted framework. These categories included three kinds of goals: 1) immediate goals (i.e., gaining academic success), 2) broader academic-related goals (i.e., building confidence and competence specifically related to school performance), and 3) larger life goals (i.e., establishing a love of learning and refining career goals). Full descriptions of the categories, and examples of each are included within this coding manual.

On task codes:

To indicate whether a response will be coded, a code of (1) or (0) is assigned to each passage of transcribed text from participant survey responses. The code (1) indicates that the response will be coded. A code of (0) indicates that the response will not be coded.

Coded Responses (1)
Responses that are:

- On task

- Related to the survey question
- Generated by a respondent
- Meaningful
- Related to the survey question and related to the RQ

Uncoded Responses (0)
Utterances that are:

- Off task
- Indicate that the respondent did not understand the survey question (i.e., they respond how *long* they have been tutoring, rather than *why* they became a tutor)
- Filler text and/or responses that do not contain meaningful responses
- One-word responses (yes, no, etc.), unless they are meaningful (i.e., "technology")

If a response receives an initial code of (1), that response will be screened for the coding categories outlined below. In addition, response that lack meaningful information to help understand the context of the response will not be included in the coding.
Important Notes:

- Coding categories are non-mutually exclusive (a response may be coded with more than one code).
- To indicate that a code has occurred, mark the code in the designated column with a "1" in the coding sheet in Excel. If there is more than one code in the response, indicate as many codes as appear in the designated coding columns designated for that code.
- The survey questions (see below) include all questions that will be coded.
- In the event that an "other" code is used, specify in the "notes" column of the excel sheet what the "other" code is referring to. This will be helpful in the event that a new category needs to be formed.

Open ended Survey Question:

What are your goals for the students you tutor?

Coding Categories

- Immediate Goals
- Broader Academic-Related Goals
- Larger Life Goals

These codes are derived from an adapted version of Goal Orientation Theory (Ames & Archer, 1988), which aims to understand if individuals aim for mastery or performance goals. In this adapted version, goals are categorized into immediate goals (closely related to a performance goal), broader academic-related goals (supporting academic goals that extend beyond immediate ambitions), and larger life goals (developing a sense of who one is in the broader social system and world). This adapted version of Goal Orientation Theory is used in order to more closely represent the responses of tutors and their goals for their tutees. Using this method, these non-mutually exclusive final codes for tutor goals were created to describe their goals for the students. To arrive at these categories, I read through participant responses, and inductively developed these categories to capture the experiences and goals of tutors for tutees. Descriptions of these categories, examples, and further details are provided below:

Immediate Goals

Description:

This code is used anytime a tutor describes their goal aiming to improve scores or grades of their tutee. This goal is most closely related to a performance goal, as defined by Ames and Archer (1988). This approach to supporting tutee goals is further characterized by the desire to improve a particular academic outcome but does not attend to increasing other traits such as increasing confidence. Tutors focused on responding to immediate academic outcomes may do so by helping with homework, providing support with test preparation for upcoming assessments, and supporting immediate academic requirements. Further, this goal is not likely to extend beyond an immediate goal and may not impact the learner in the long term.

Example:

- "My goal is to help students improve grades."
- "I want to help my tutee do better on his math tests."
- "I want to help my student with the ACT prep."

Does NOT include:

- This category does not include mentions of anything beyond immediate academic performance and/or gains. For example, if a tutor mentions that they aim to build confidence and competence in their tutee as they do math, this will not fall into immediate goals due to the fact that these skills extend beyond immediate academic implications.

Broader Academic-Related Goals

Description:

The second goal in this adapted framework is characterized as broader academic-related goals. These goals are represented as a tutor's desire to support the interpersonal and/or academic development of their tutee beyond performative aspects (i.e., doing well on a test), and help increase the student's social capital. For example, the tutor may be interested in supporting the tutee in gaining competence and/or confidence related to a particular subject matter. This goal does not fully represent either performance or mastery orientation, rather, is indicative of a goal orientation that is between the two goals.

Example:

- "It's important for me to see the confidence [student] develops as he learns to become a better reader."
- "My goal is to help inspire those moments when my student has the confidence to tackle problems she didn't used to be able to take on herself."

Does NOT include:

- Responses in this category should indicate some form of academic-related success (i.e., learning how to read) while also building confidence and/or competence. To this end, responses that only discuss academic gains do not fall into this category. Both academic gains and some level of broader goals must be discussed in the response.

Larger Life Goals

Description:

Larger life goals represent a tutor's desire to support the development of a tutee's broader life goals. This goal represents the closest alignment to mastery orientation, as defined by Ames and Archer (1988). For this goal, responses must reflect larger life goals for the students and also must be supported by the actions of the tutor. These goals may be related to developmental goals, an ambiguous goal that tutors have, career goals, and so on. The goal must refer to a desire for the tutor to support the student in developing knowledge and/or skills that expand beyond an immediate setting (i.e., homework helping), and may help the student improve as they move through life.

Example:

- "I want my students to learn to love learning and discover what they can contribute to the world with their knowledge."
- "I hope to inspire students to never stop being curious. I aim to support students in learning what they need to to get through school, but also to understand who they are and what they want out of life."

Appendix C

Coding Manual: Motivation

Research Questions:

What are the goals and motivations of K-12 tutors? And how do goals and motivations vary by status (paid versus volunteer tutors) and experience (how long someone has tutored)?

Context:

The overall purpose of this coding is to assign codes to survey responses to the question "Why did you become a tutor?" This study aims to understand the relationships between how and why tutors engage in their practice by understanding their goals and motivations. This open open-ended survey question represents a subset of some of the decision-making behaviors that may contribute to one's tutoring choices and behaviors, particularly as they relate to motivations. Responses are coded using Deci and Ryan's (1985) Self-Determination Theory to delineate between intrinsic and extrinsic motivations.

On task codes:

To indicate whether a response will be coded, a code of (1) or (0) is assigned to each passage of transcribed text from participant survey responses. The code (1) indicates that the response will be coded. A code of (0) indicates that the response will not be coded.

Coded Responses (1)
Responses that are:

- On task
- Related to the survey question
- Generated by a respondent
- Meaningful
- Related to the survey question and related to the RQ

Uncoded Responses (0)
Utterances that are:

- Off task

- Indicate that the respondent did not understand the survey question (i.e., they respond how *long* they have been tutoring, rather than *why* they became a tutor)
- Filler text and/or responses that do not contain meaningful responses
- One-word responses (yes, no, etc.), unless they are meaningful (i.e., "technology")

If a response receives an initial code of (1), that response will be screened for the coding categories outlined below. In addition, response that lack meaningful information to help understand the context of the response will not be included in the coding.
Important Notes:

- Coding categories are non-mutually exclusive (a response may be coded with more than one code).
- To indicate that a code has occurred, mark the code in the designated column with a "1" in the coding sheet in Excel. If there is more than one code in the response, indicate as many codes as appear in the designated coding columns designated for that code.
- The survey questions (see below) include all questions that will be coded.
- In the event that an "other" code is used, specify in the "notes" column of the excel sheet what the "other" code is referring to. This will be helpful in the event that a new category needs to be formed.

Open ended Survey Question:

Why did you become a tutor?

Coding Categories

- Intrinsic Motivation
- Extrinsic Motivation

These codes are derived from Self-determination theory (Deci & Ryan, 2012), which suggests that people are motivated to grow and change by three innate and universal psychological needs (Relatedness, Autonomy, Competence). These pillars of motivation contribute to the self-determination model and continuum and help determine whether an individual is intrinsically motivated (engaged in tasks for self-enjoyment), extrinsically motivated (rely on external rewards), or motivated by both.

Extrinsic Motivation

Description:

"People need to experience a sense of belonging and attachment to other people."

This code is used when someone explains that their motivation to become a tutor was inspired by their commitment to community, to give back, to inspire youth, and so on. Any mention of the fact that they are engaging in tutoring to foster relationships will receive this code.

Example:

- "I love spending time with kids"

Intrinsic Motivation

Description:

"When an individual experiences choice and volition in their action and perceives themselves to be the origin of their actions."

This code is used to represent a code in which a respondent has indicated that their motivation to become a tutor is because they were inspired by autonomy (wanting to work for themselves), to make money, so on. This code represents the desire to have autonomy over work (not be forced into the work of tutoring).

Example:

- "I love working for myself and setting my own hours."

Note. A participant response may receive a code of both intrinsic and extrinsic motivation. In this case, be sure to assign the code of "1" in both columns on the coding sheet.

Appendix D

Coding Manual Attribution: Challenges

Research Question:

(1) How do K-12 tutors understand the obstacles of tutoring? And how does this understanding vary by:
   a. status (paid versus volunteer tutors)
   b. and experience (how long someone has tutored)?

Context:

The overall purpose of this coding is to assign codes to survey responses to the question "What obstacles do you encounter as tutor?" This study aims to understand the relationships between tutor status, experience, and the obstacles reported by individual tutors. The responses from open open-ended survey question represents reported obstacles that may help understand how to improve tutoring experiences from the perspective of tutors. Coding occurred in two phases (outlined below). These responses were coded using Attribution theory (Heider, 1958; Weiner, 1985) to code for internal and external locus of control (codes were assigned with non-mutually exclusive variables).

In phase one, responses were coded using Attribution Theory to capture whether tutors surveyed were attributing blame to sources that were within or outside of their locus of control. In phase two of coding, responses assigned to the code "external locus of control" were further categorized to better understand the kinds of external blame tutors were attributing for obstacles. Understanding how individuals are attributing blame, and what patterns exists across different groups (i.e., novice tutors) can help with directions for future trainings, recommendations for implementing and sustaining large scale tutoring initiatives.

On task codes:

To indicate whether a response will be coded, a code of (1) or (0) is assigned to each passage of transcribed text from participant survey responses. The code (1) indicates that the response will be coded. A code of (0) indicates that the response will not be coded.

Coded Responses (1)
Responses that are:

- On task

- Related to the survey question
- Generated by a respondent
- Meaningful
- Related to the survey question and related to the RQ

Uncoded Responses (0)
Utterances that are:

- Blank
- Off task
- Indicate that the respondent did not understand the survey question (i.e., they respond how *long* they have been tutoring, rather than *why* they became a tutor)
- Filler text and/or responses that do not contain meaningful responses
- One-word responses (yes, no, etc.), unless they are meaningful (i.e., "technology")

If a response receives an initial code of (1), that response will be screened for the two phases of coding outlined below. In addition, response that lack meaningful information to help understand the context of the response will not be included in the coding.

Important Notes:

- Coding categories are non-mutually exclusive (a response may be coded with more than one code).
- To indicate that a code has occurred, mark the code in the designated column with a "1" in the coding sheet in Excel. If there is more than one code in the response, indicate as many codes as appear in the designated coding columns designated for that code.
- The survey questions (see below) include all questions that will be coded.
- In the event that an "other" code is used, specify in the "notes" column of the excel sheet what the "other" code is referring to. This will be helpful in the event that a new category needs to be formed.

Open ended Survey Question:

What obstacles do you encounter as tutor?

Phase One: Coding Categories

- Internal Locus of Control
- External Locus of Control

These two primary coding categories were derived from Attribution theory (Heider, 1958; Weiner, 1985), which helps determine who or what to blame for why something happens. In this first phase of coding, participant responses are coded to understand where the attribution is perceived to be through the internal locus of control, the external locus of control, neither, or both. These categories are not mutually exclusive (a participant may attribute loci of control internally and externally). Descriptions of these categories, examples, and further details are provided below:

Internal Locus of Control

Description:

This code is used when response attributes blame to an internal locus of control. In these instances, the participant indicates something that is governed by one's own behavior and can be controlled. Moreover, these responses indicate that the obstacles encountered in tutoring are a function of their own behavior, and they recognize that these obstacles are in their own locus of control. For example, a participant may indicate that they are "unable to clearly explain concepts to students." In this example, they are placing the blame of the obstacle encountered on themselves, and attributing the blame internally, and would receive this code.

Example:

- "I can't always explain concepts."
- "I lack understanding of how to best teach the student."

Does NOT include:

- It is important that these responses clearly capture indices of participants internally attributing blame for obstacles. To this end, be sure that responses coded are not assumed to be placing blame internally. For example, "Sometimes I worry that they do not ask questions when they need help or do not get something" still places the blame externally. In this instance, the respondent is describing a reflection on how the student is externally responsible for not asking for help. Be sure to carefully review responses to delineate between where the blame is being attributed – an "I" statement in a response do not always indicate internal attribution.

External Locus of Control

Description:

Unlike internal locus of control, external locus of control refers to participant responses that includes things or events that are beyond the scope of one's control. These responses are generally broader, and include a number of external attributions including, but not limited to environmental factors, technology, student motivation

and/or ability, and so on. Any time a participant describes an obstacle that is a consequence of something outside of the scope of their control, this code should be used.

Example:

- "Technology issues, student's lack of motivation to work"
- "Whether the student knows the basic material for that individual subject"

Does NOT include:

Instances in which the respondent indicates their own inability to navigate obstacles in the environment, with technology, overcoming curricular challenges, and so on. These responses should be coded as internal locus of control (see previous).

Note. A participant response may receive a code of both internal and external loci of control. In this case, be sure to assign the code of "1" in both columns on the coding sheet. After phase one of coding has been completed, and satisfactory IRR is established for these two categories (>85%), phase two of coding is to be completed, as outlined below:

Phase Two: Coding Categories

- Technology
- Student Motivation/Engagement
- Interpersonal Connection
- Resources
- Other

These codes are used to further categorize responses that were coded as "external locus of control" during phase one of coding. Based on the high frequency of participant responses that received the external locus of control code (n = 189; 82.17%), it is important to further elucidate what subcategories are represented within this category by establishing subcategories of external attributions. To do this, subcodes were established using in vivo coding.

In this first pass of coding, response-by-response coding was conducted to capture responses that addressed the research questions and would help formulate a final codebook. This method also helped attune the coder to the perspective of the participants and ensure their authentic viewpoint was being privileged. Saldaña (2016) suggests that in vivo coding is best used as a first cycle coding, particularly in practitioner research settings, as it honors terms and concepts spoken directly by participants.

After in vivo coding was completed, pattern coding was conducted. Pattern coding was used in order to categorize the in vivo codes and establish coding categories using an analytic strategy. Using this method, codes were established, and a codebook was created. In total, there were six total codes that represented various obstacles reported as encountered by tutors. These out outlined below, including a description of each category, examples, and additional of examples that do not fit it these coding categories. It is important to note that these coding categories are non-mutually exclusive, and each participant response that has been coded as external for locus of control may receive more than one of these categories.

Technology

Description:

This code is used when a participant described an obstacle of tutoring related to some aspect of technology. This might include disrupted network connection, internet problems, difficulty communicating as a result of technology, technical difficulties, and so on. These responses should indicate external obstacles related to technology, and not reflect the participant's own difficulty navigating technology, or other personal technological obstacles. In addition, technology is often presented as a secondary obstacle, so be sure to consider additional codes that might also be simultaneously presented within a response. Anytime a participant explicitly references technology as a barrier in their tutoring, this code should be assigned to the response.

Example:

- "Since my tutee can't read, it's harder for him to navigate a computer, and sometimes his tech acts up."
- "Connectivity issues."

Does NOT include:

- Examples of responses when a participant describes their own inability to use technology properly (this would fall under internal locus of control, thus, should not be coded in phase two of the obstacles coding)
    - "I'm still learning how to use Zoom"

Student Motivation/Engagement

Description:

This code should be assigned to any response that pertains to a student's motivation, engagement, attention, responsiveness, desire to participate in tutoring, and so on. This code is indented to capture obstacles related to difficulties associated with maintaining student motivation and/or student engagement in tutoring sessions. This code coding category should only be used when a response explicitly states information related to the motivation/engagement of student, not implies it.

Example:

- "Lack of student interest"
- "My second grader was not interested in being taught (her mother signed her up I believe, so it wasn't her initiating help)"

Does NOT include:

- Examples of responses that imply student motivation/engagement is an obstacle associated with their tutoring experience. This needs to be stated overtly in their response to receive this code.
    - "Distractions"

Interpersonal Connection

Description:

This interpersonal connection category represents any survey response related to obstacles in establishing a connection with the tutee, parent, or another stakeholder within the tutoring sphere. Some examples might include obstacles related to building a connection with the student who is being tutored, difficulty communicating with the parents, communication difficulties with others who are influential in the tutoring experience (i.e., teacher), and so on. It is important to note that these responses must explicitly state obstacles related to interpersonal connection related to tutoring, and not be implied obstacles. For example, someone might respond "an obstacle I encounter is building a connection with my tutee, which makes maintaining engagement difficult," which would be coded in this category. However, simply stating "maintaining engagement is difficult" would not count as interpersonal connection.

Example:

- "Establishing a connection with a student who is not passionate about learning and is only there because the parent forces them to be there.
- "Some parents are incredibly communicative via email, text, and phone and seem baffled that we're often invested in working with other students/families before or after meeting with their child, so we cannot be available to them at all times. Many parents do not feel obligated to respect our out-of-session time and want to discuss their child for 15-30 minutes at a time without compensation or consideration for our time and expense."

Does NOT include:

- Examples of responses that imply obstacles related to interpersonal connection, but do not state them explicitly. This needs to be stated overtly in their response to receive this code. In addition, this category does not represent connections related to technological/internet connection.
    - "It's hard to connect via Zoom."

Resources

Description:

Resources refer to any kind of obstacles pertaining to one's capitol, whether that be material, monetary, time, or otherwise. This category is intended to capture

Prior Knowledge Gaps

Description:

In some instances, a survey respondent describes students' insufficient preexisting body of knowledge, their own working knowledge of a particular subject, their comprehensive understanding of how to tutor based on school curriculum, or otherwise. This category is intended to capture instances in which a respondent articulates obstacles related to lack of knowledge, gaps in knowledge, insufficient preexisting knowledge, or other obstacles related to knowledge gaps for themselves as a tutor, or for their students. These knowledge gaps may be communicated through survey responses in a number of ways, but this category must explicitly refer to gaps in knowledge, insufficient background knowledge/information, or preparation to receive this code.

Example:

- "Whether the student knows the basic material for that individual subject"
- "Lack of insight on curriculum in school"

Description:

This code is to be used for any response that does not seem to fit within the code system outline above. In this instance, be sure to carefully review the previous five categories, ensure that the response has been coded for *external* attribution, and complete the following:

Notes:

Add a "1" in the coding column designated as "other" in the column heading. Please be sure to specify (by highlighting and/or in the notes column) what you are coding in the event that other is used, so a new category can be developed in future iterations, if necessary. In the Excel sheet, there is a column for "notes" next to the coding category – here is where the coder will specify what a code of "other" refers to. At the end of phase two of coding, this category will be revisited to determine (based on frequency, overall percentage, and thematic overlap) if any additional codes should be added to the coding categories.

Appendix E

Coding Manual Attributions: Successes

Research Questions:

How do K-12 tutors understand the obstacles and successes of tutoring? And how does description of tutor success vary by status (paid versus volunteer tutors) and experience (how long someone has tutored)?

Context:

The overall purpose of this coding is to assign codes to survey responses to the question "How would you describe effective tutoring?" This question yielded qualitative responses, which will be assigned codes, and aims to understand how surveyed tutors reflect on the successes of their tutoring. Specifically, these successes are coded in two phases of coding to understand success classification (i.e., process, outcome, characteristic, or other), and success source (i.e., tutor and/or tutee).

The open-ended survey responses represent some of the ways tutors reflect on the success of their own tutoring, and to whom they might attribute their successes. Responses are coded based on an adapted version of Harootunian and Yarger's (1981) framework of teacher conceptions of their own successes in the classroom. In phase one of coding, responses are classified into three non-mutually exclusive categories to determine the kind of tutoring success as cognitive, affective, or other. Phase two of coding determines the source of the success as tutor, tutee, or both. This codebook has been modified from the original framework created by Harootunian and Yarger (1981) to represent the aims and success of tutors more accurately, rather than student teachers.

On task codes:

To indicate whether a response will be coded, a code of (1) or (0) is assigned to each passage of transcribed text from participant survey responses. The code (1) indicates that the response will be coded. A code of (0) indicates that the response will not be coded.

Coded Responses (1)
Responses that are:

- On task
- Related to the survey question
- Generated by a respondent

- Meaningful
- Related to the survey question and related to the RQ

Uncoded Responses (0)
Utterances that are:

- Off task
- Indicate that the respondent did not understand the survey question (i.e., they respond how *long* they have been tutoring, rather than *why* they became a tutor)
- Filler text and/or responses that do not contain meaningful responses
- One-word responses (yes, no, etc.), unless they are meaningful (i.e., "technology")

If a response receives an initial code of (1), that response will be screened for the coding categories outlined below. In addition, response that lack meaningful information to help understand the context of the response will not be included in the coding.
Important Notes:

- Coding categories are non-mutually exclusive (a response may be coded with more than one code).
- To indicate that a code has occurred, mark the code in the designated column with a "1" in the coding sheet in Excel. If there is more than one code in the response, indicate as many codes as appear in the designated coding columns designated for that code.
- The survey questions (see below) include all questions that will be coded.
- In the event that an "other" code is used, specify in the "notes" column of the excel sheet what the "other" code is referring to. This will be helpful in the event that a new category needs to be formed.

Open ended Survey Question:

How would you describe effective tutoring?

Phase One: Success Categorization

- Process (how tutoring is performed)
- Outcome (what is accomplished)
- Characteristic (who you are)
- Other

These primary coding categories were initially derived from Harootunian and Yarger's qualitative report of what constitutes successes in teaching from the perspective of teachers (1981). Harootunian and Yarger categorized whether successes are classified as cognitive, affective, or other. In an initial iteration of coding using this framework, more than 50% of codes were classified as "other." To adjust the coding system and better honor the voice of participant, modifications were made to the initial codebook to better represent and categorize participant responses. This process involved reading through all responses and using pattern coding to establish coding categories using an analytic strategy. Using this method, four non

mutually exclusive final codes were created: process, outcome, characteristics, and other. Descriptions of these categories, examples, and further details are provided below:

Process

Description:

This broad category is used as reference for *how* the tutoring is performed. Importantly, this category is intended to represent actions that are process-oriented, and represent how tutoring is performed, the actions that go into tutoring, and the implementation of tutoring. This code helps represent when certain actions take place to support the learning but are not necessarily directly related to the outcome. This code represents only the action-oriented educational aspects of how tutoring is performed. This code can describe process situations related to the tutor or tutee (see examples below).

Example:

- "When the tutor supports the student in a time of need."
- "The student works hard with the help of someone that's not their teacher."
- "Effective tutoring means the student is paying attention and taking notes while you are explaining things.

Do NOT include:

- Responses that clearly only indicate information related to learning gains and/or outcomes:
  - "The goal of seeing a student make it past, or succeed against, a particular metric - a course grade or a standardized exam - is met if the student receives a good course grade or a good, standardized exam score.

Outcome

Description:

This category refers to responses that indicate effective tutoring is outcome-based. Outcomes are knowledge, skills, and/or abilities that one develops, learns, and or demonstrates as a consequence of being engaged in tutoring. Another way to think about this category is the "*what* is accomplished as a result of tutoring." In this case, "pupil learning [is] indicated as a sign of successful [tutoring]" (Harootunian & Yarger, 1981, np). Importantly, this category is used when tutee learning, learning gains, or broad academic improvement are at the core of the description of success.

The response must include an indication of understanding, gains, and and/or development related directly to academic matters (e.g., math), skills development, and/or confidence, and so forth. The category only denotes to the outcome but may not refer to the process associated with said outcome.

Example:

- "When the student learns what he/she has to."
- "When they improve their math score or know more than they did compared to what they knew before tutoring."

Characteristic

Description:

This category is used to represent responses regarding characteristics, attributes, attitudes, or feelings that concern the educational process and/or emotional well-being involved in the tutoring process. This could also involve the attributes associated with the tutoring process or characteristics of a tutor/tutee (e.g., calm, positive, patient, etc.). Another way to think about this coding category is "*who* someone is" during the tutoring process. This might represent something in the way a tutor makes the student feel, the characteristics embodied by the tutor themselves, or otherwise. In general, this code is about the *who* someone is, and what attributes, behaviors, and qualities they embody. This code might also be presented in conjunction with other codes (e.g., describing how someone behaves while they are articulating a process of tutoring).

Example:

- "Calm, positive, and flexible.
- "A caring and patient individual who takes the time to get to know their students."
- "Someone who is a good communicator and is kind, understanding, and fun, and helps a student accomplish their goals."

Other

Description:

This code is to be used for any response that does not seem to fit within the code system outline above. In this instance, be sure to carefully review process, outcome, and characteristics to ensure the response does not fit within any of the categories described. If the response clearly fits in the category "other," complete the following:

Add a "1" in the coding column designated as "other" in the column heading. Please be sure to specify (by highlighting and/or in the notes column) what you are coding in the event that other is used, so a new category can be developed in future iterations, if

necessary. In the Excel sheet, there is a column for "notes" next to the coding category – here is where the coder will specify what a code of "other" refers to. At the end of phase two of coding, this category will be revisited to determine (based on frequency, overall percentage, and thematic overlap) if any additional codes should be added to the coding categories.

Example Quotes/Themes:

- This will be updated with examples according to how we identify "other"

Phase Two: Success Source

- Tutor
- Tutee
- None

These codes are used to further categorize success responses in order to understand the source(s) of the tutoring success. In this first phase of coding, response-by-response coding was conducted to categorize responses based on what kind of success they were (process, outcome, characteristic, or other). This phase of coding will help determine to whom the success may be attributed. Descriptions of the source of success (tutor and/or tutee) and examples are provided below. It is important to note that these coding categories are non-mutually exclusive, and each participant response may be coded as tutor sourced, tutee sourced, both, or neither.

Tutor

Description:

Tutor sourced success (will elaborate on this based on any issues we run into during coding)

Example:

- "Result based and by a competent educator"
- "In effective tutoring, the tutor has an in-depth knowledge of the subject and can explain whatever the student is curious about (i.e., why something is the case and how it connects with other things the student learned). An effective tutor can also identify how the student learns best and execute it."
- "Knowing how to support individual needs." (The -ing here is about the tutor)

Does NOT include

- "Describing what he needs to learn in school." (The -ing here is about the tutee)

Tutee

Description:

Tutee sourced success (will elaborate on this based on any issues we run into during coding)

Example:

- "Student-led, interest-based"
- "Effective tutoring means the student is paying attention and taking notes while you are explaining things. The student is participating actively and works out examples of problems."

Appendix F

Semi-Structured Interview Protocol

Opening (3 mins): Welcome! Thank you for agreeing to meet with me today. I am interested in learning more about you and your experiences as a tutor. All of the information in this interview will be confidential. Your responses will be identified with a number that only I know. I will not use your name in my report.

It is my hope that by interviewing tutors like you, we can learn more about tutoring perspectives in order to improve tutoring experiences for all. Thank you for your help, and contribution to the conversation. I have some questions to help guide the conversation, but please feel free to bring up any other topics, thoughts, or reflections you have about tutoring or your experiences as a tutor.

As a reminder, this session will last about an hour, and will be recorded. I will be sharing the transcript of our conversation with you to review, to add ideas, thoughts, and suggest edits as you see fit. When a draft of the report is prepared, I will share a copy with you as appreciation of your contributions to this effort. You will also receive a $50 gift card for participating. Do you have any questions before we begin?

Section 1: Background (10 mins)
Confirms info for experience and status
First, I would like to ask about your experiences as a tutor:

- **1a.** Can you tell me about how you came to be a tutor?
- **1b.** How long have you been tutoring?
- **1c**. Do you request payment for your tutoring?
- **1d**. What kind of students do you tutor?
- **1e**. As a tutor, what, if any communication do you have beyond the student: teacher, parent, other tutors?
- **1f.** Think about a recent tutoring session and tell me how it unfolded.
    - Was this typical for a tutoring session? Why or why not?

Section 2: Goals/Motivations (20 minutes)
Maps onto RQ1
Next, this section explores some of your goals and motivations as a tutor:

- **2a.** What makes you feel good about tutoring?
- **2b.** What do you worry about as a tutor?

- **2c.** Can you share a time when you helped a student reach their goal(s)?
- **2d.** Do you imagine a time when you'd stop tutoring? What would cause you to stop?

Section 3: Successes/Obstacles (20 minutes)
Maps onto RQ2

In the next section, we'll discuss some successes and obstacles associated with tutoring:

- **3a.** Please describe a time when you encountered an obstacle during a tutoring session.
  - How did you overcome it?
  - What do you think caused the obstacle?
- **3b.** Please tell me about a time when you felt most successful as a tutor.
  - What made it successful?

Closing (10 minutes)

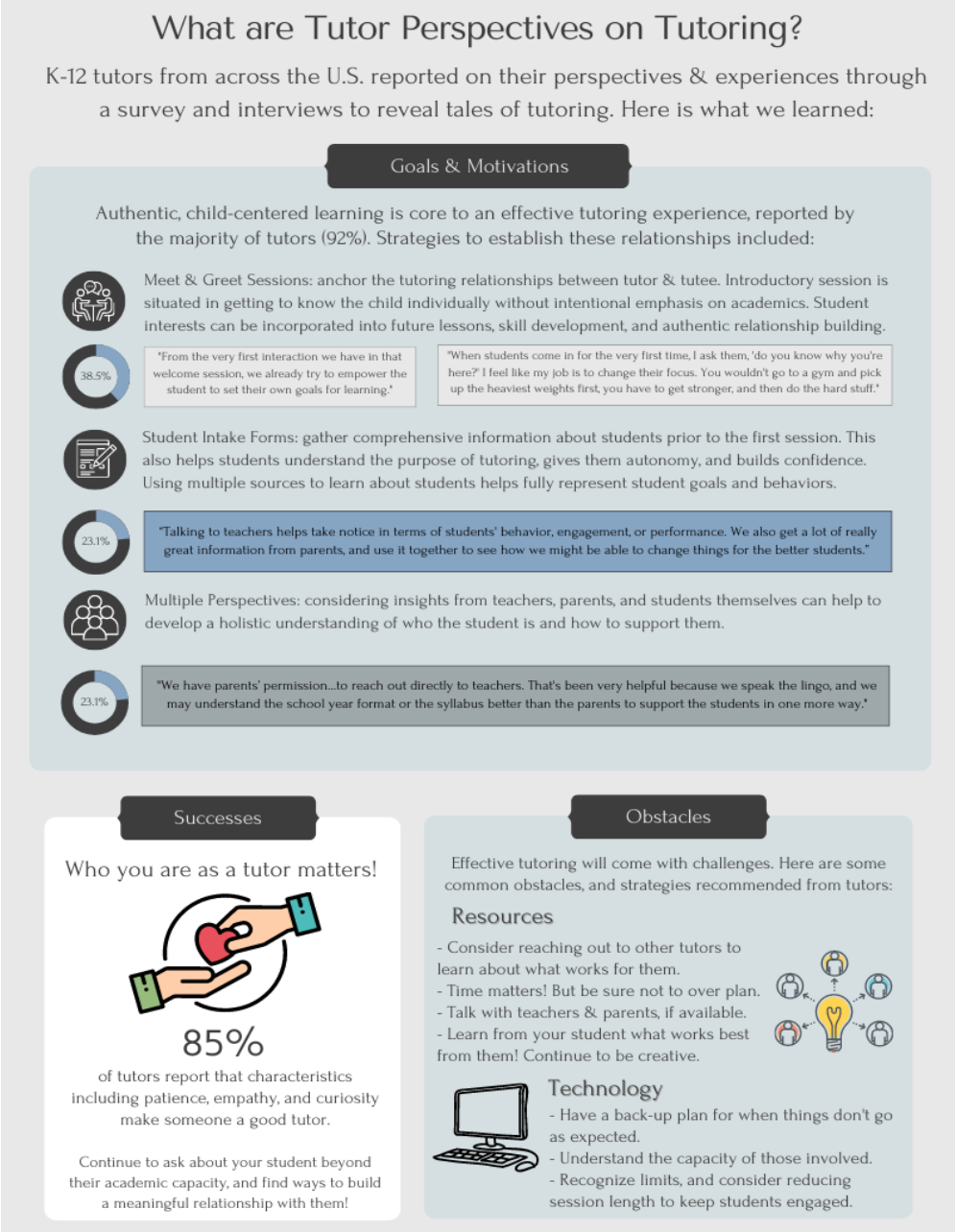
- **4a.** Imagine that you've time traveled back to your first day as a tutor. You have the opportunity to leave yourself a short video message giving advice to yourself as a tutor. What would you say to past yourself?
- **4b.** What do you think makes someone a good tutor?
  - Can you describe the ways someone can be an effective tutor?
- **4c.** Right now, there is substantial excitement and support surrounding the work of tutoring (this includes potential governmental money). How do you think it should be used to support the work of tutoring? – if could decide what to do with these resources (money) how would you spend it?
- **4d.** Is there anything else you would like to add?

Appendix G

Draft Mixed Methods Report Shared with Participants

Figure A.1

Infographic: Numbers and Stories



Appendix H

Qualitative Coding Manual for Study II

Research Questions:

How do tutors describe specific instances of their goals, motivations, success, and suggestions for overcoming challenges they encounter in their tutoring? Does this understanding vary by status (paid versus volunteer tutors), experience (how long someone has tutored), and tutoring context?

Context:

Using reflexive thematic analysis, I code semi-structured interviews with K-12 tutors to understand their perspectives on goals, motivations, successes, and suggestions for overcoming tutoring challenges. Through conversations with 13 tutors of varying backgrounds across the U.S., qualitative coding is used to uncover how these perspectives differ. These codes are primarily deductively driven (created from the results of the quantitative study) and include some inductively driven codes that were developed to honor the voice of participants. Codes, examples, and coding procedures are described below.

On task codes:

Utterances that are considered to be on task, are related to the interview questions, contain meaningful information, and are generated by a participant are those that are to be coded. To indicate whether a response will be coded, a code of (1) or (0) is assigned to each passage of transcribed text from participant survey responses. The code (1) indicates that the response will be coded. A code of (0) indicates that the response will not be coded.

Coded Responses (1)
Responses that are:

- On task
- Related to the survey question
- Generated by a respondent
- Meaningful
- Related to the survey question and related to the RQ

Uncoded Responses (0)
Utterances that are:

- Off task
- Indicate that the respondent did not understand the survey question (i.e., they respond how *long* they have been tutoring, rather than *why* they became a tutor)
- Filler text and/or responses that do not contain meaningful responses
- One-word responses (yes, no, etc.), unless they are meaningful (i.e., "technology")

If a response receives an initial code of (1), that response will be screened for the coding categories outlined below. In addition, response that lack meaningful information to help understand the context of the response will not be included in the coding.
Important Notes:

- Coding categories are non-mutually exclusive (a response may be coded with more than one code).
- To indicate that a code has occurred, mark the code in the designated column with a "1" in the coding sheet in Excel. If there is more than one code in the response, indicate as many codes as appear in the designated coding columns designated for that code.
- The survey questions (see below) include all questions that will be coded.
- In the event that an "other" code is used, specify in the "notes" column of the excel sheet what the "other" code is referring to. This will be helpful in the event that a new category needs to be formed.

Coding Categories

Tutoring Conceptualizations
    Child-Centered
Successful Attributions
    Tutoring versus Tutoring
    Tutor Characteristics
    Experience
Obstacle Attributions
    Resources
    Curriculum
    Technology
Goals & Motivations
    Immediate
    Broader
    Larger Life

Intrinsic versus Extrinsic
Triangulation
None
Teacher + Parent(s)
Parent only
Teacher only
Future Directions
Resources
Implications of COVID-19

Child-Centered

Description:

This code is used when participants discuss the role of student choice and/or centering the child in tutoring experiences. This coding category is also closely aligned to experiences that are described as authentic, autonomous, or described as giving students a voice and active role in the tutoring experience. This code will most frequently be used when tutors are asked about their conceptualizations of tutoring (interview question 4d). Tutors are asked, "what makes someone a good tutor?" and this code is often used to highlight their child-centered conceptualization of tutoring.

Examples:

- "It's about really putting the student first and making sure they have a voice in their own learning journey."

Tutoring versus Teaching

Description:

As tutors describe successful attributions of their tutoring (question 3b in the semi-structured interview protocol), they often make distinctions between teaching and tutoring. Anytime a tutor describes how tutoring is different from teaching, this code should be used. Importantly, it does not matter whether the tutor makes a positive, negative, or neutral distinction between tutoring and teaching, but this may be thematically represented later in the data.

Examples:

- "You know, tutoring is so different from teaching. You can focus on supporting the learning of one student at a time and it's so much more individualized than trying to support 30 students in a classroom all at once."

Tutor Characteristics

Description:

Also, for question 3b in the interview protocol, tutors often describe the characteristics that make someone a good tutor. This code is to be used when someone describes the importance of the internal characteristics of a person that make someone a successful tutor. Further, tutors may describe a variety of characteristics, which may be broken down into subcodes at a later point in coding. For example, someone might describe how a good tutor is patient and flexible and kind. These are all examples of tutor characteristics and would receive this code.

Examples:

- "Being a good tutor is so much more than helping a student do math problems. It's also about being patient and caring and really showing that child that you care about them as a person. It's about who you are and helping that child develop into who they can be."

Experience

Description:

To represent successful attributions, some tutors reflect on experience in terms of how long they have tutored. Importantly, this code can represent tutoring experience in multiple ways. For example, someone might report that experience is an important factor in being a good and successful tutor, whereas others might report that experience is not an important part of being a good tutor. In both cases, this code would be used to represent how individuals interviewed describe the importance of tutoring experience.

Examples:

- "I don't think that experience really matters. Anyone can be a good tutor as long as they want to put the student first and are going into tutoring for the right reasons. You could be brand new to tutoring and be the best tutoring in the world if your heart is in the right place."

- “One of the things that matters the most, in my opinion, is experience. Over time, I have gotten so much better as a tutor. I have learned what works and what doesn’t, and when I first started, I just tried the same thing over and over. But with experience, I have learned how to support the unique needs of different students and that isn’t something I would have ever known without all my years of tutoring.”

Resources

Description:

When tutors are asked to report what obstacles they encounter in tutoring (interview question 3a), they often describe how resources are perceived as an obstacle. In this case, this code is to be used to represent the perception of resources as an attribution of obstacles. Moreover, resources might be described in a variety of ways including, but not limited to: material resources, time, peoplepower, and so on. This will be represented as subcodes to understand what specific subcodes tutors describe as the most prevalent resources obstacles encountered in their tutoring experiences.

Examples:

- "One of the greatest obstacles I encounter is just not having enough books and supplies to support the needs of my students. Sometimes, I don’t know that the kids are learning in school so I’m just trying to keep up with the books and materials I have, but it’s just not enough some of the time.”
- “Honestly, time. I wish there were more hours in the day to be able to support all the students who need help.”

Curriculum

Description:

Obstacles (question 3a) often yielded responses related to school, and in particular, the curriculum. Tutors expressed thoughts on curriculum in a variety of ways. For example, they sometimes discussed the importance of keeping up with the increasing demands of curriculum, and how tutoring has become a pivotal part in supporting student growth and learning. Conversely, some tutors described how they were unfamiliar with what school curriculum actually is, and as such, were sometimes unsure what they should be focusing on in their tutoring sessions. Each time a tutor describes the importance of curriculum, regardless of the context, it should receive this code (subcodes will be assigned at a later time to assign further meaning to tutor perspectives on curriculum).

Examples:

- "In school right now, the curriculum is just so demanding and there is so much that kids have to keep up with. I think that's one of the reasons that tutoring is so important – we help fill in the gaps that teachers and kids can't keep up with, and that parents might not know how to teach. It's just a really great opportunity to help support their learning in another way."
- "It's hard, right, because I don't know what they're learning in school, so they come to me with this homework and I'm trying to teach it to them, but I just don't know what's being taught in school. So, I'm trying to support this learning and help with homework, but I have to take their word for it, but I don't know what the curriculum is."

Technology

Description:

Further related to obstacles (question 3a), tutors (most often those who tutor virtually) describe how technology was perceived as a barrier. This could be described as an obstacle for themselves (e.g., not knowing how to communicate their tutoring effectively via Zoom) or for the students (e.g., an unstable internet connection). There are multiple ways that technology was described, which may include computers, internet connection, communication breakdowns, and so on. Anytime tutors described who technology was an obstacle, this code should be used.

Examples:

- "When I'm tutoring over Zoom, sometimes the connection is just so bad and that can be frustrating. It can be really hard to be an effective tutor when the screen keeps freezing or you can't hear what the student is saying. Technology can really get in the way when it's not working the way you want it to."

Goals

Description:

- See "goals" coding manual, which represents three levels of goals (Appendix B)

Motivations

Description:

- See "motivation" coding manual, which represents intrinsic versus extrinsic motivation (Appendix C)

Triangulation

Description:

- When tutors are asked about the communication triangle (question 1e. As a tutor, what, if any communication do you have beyond the student: teacher, parent, other tutors?) this is considered triangulation. There are a variety of ways that tutors can respond regarding with whom the communicate which includes: none (they do not have any communication), only parent (they only communicate with the parent of the student they tutor), teacher only (they only communicate with the teacher of the student they tutor), or teacher and parent (they have three-way communication between all parties in the communication triangle). Further, this communication may have undertones of positivity or negativity associated with it, however, this code is meant to capture the stakeholders involved in the communicating (i.e., who is communicating, but not how well they are communicating). Anytime a tutor describes who they are communicating with, this code should be used to capture the kind of communication, and who is involved in the communication (what level of stakeholder involvement exists).

Examples:

- "Yeah, I only really talk with parents about how well their child is performing. I don't really have the ability to contact teachers at all, so it's mainly just the parents that I get to talk to."
- "I talk to teachers because we have a contractual agreement once they sign on with tutoring they we can contact the teachers and ask questions about how things are going. We also communicate information back to parents about how the students are keeping up with goals, so we end up talking with both parents and teachers pretty regularly"

Future Directions

Description:

- Tutors were asked to report on what they perceived the future direction of tutoring to be (4c. Right now, there is substantial excitement and support surrounding the work of tutoring (this includes potential governmental money). How do you think it should be used to support the work of tutoring? – if could decide what to do with these resources (money) how would you spend it?). Tutors reported on the need for more resources that would be needed to support this future work (e.g., material resources, money, peoplepower), and they also reported on the implications of COVID-19. Anytime these are described, they should both be coded as ideas for future directions and

specified as which category the tutor describes (whether it is resources or COVID-19). These will be broken down into subcategories during a later pass of coding.

Examples:

- "This is an interesting question. I think that we really need more resources to support tutors. Mostly to be paid would be a great first step, but also to make sure that tutors have the resources that they need to get things done. More books, worksheets, that kind of thing. And the ability to actually align it to curriculum. There is so much that happened because of COVID-19 that prevents us from knowing what is happening is schools, and kids are really struggling, so better aligning our tutoring work to what they need help on in school through these resources would be great."