



# Solano Community College

## Academic Senate

### BASIC SKILLS COMMITTEE

#### Minutes

Friday 4/13/18, 12:00-1:30pm, Room 135

In attendance

Voting Members: Josh Scott (Basic Skills Coordinator), Vacant (English Basic Skills Coordinator), Barbara Villatoro (Math Basic Skills Coordinator), Candace Roe (DSP), Jose Cortes (ESL), George Olgin (ASTC), Dwayne Hunt (Administration).

Advisory Members/Guests: Rebecca LaCount, Melissa Reeve, Cynthia Simon, Isabel Anderson, Michael Wyly, Neil Glines, Nicholas Cittadino, Sarah McKinnon, Shirley Lewis, Terri Pearson, Claudia Tenty, Pei-Lin Van't Hul, Peter Cammish, Rischa Slade, Dawn Carpenter, Carlene Coury, Ward Stewart, Renee Nichole Hamlin, Heather Watson-Perez, Erica Beam, Charles Connors, Ward Stewart, Kathleen Velasco, Stephanie Sherman, Krechona Westbrook

1. **Call to order** – Joshua Scott, Chair
2. **Comments from the public.**
3. **Discuss our Teaching Apprentice and Embedded Tutor Program.** George Olgin (ASTC Coordinator) and Jose Cortes (TA Coordinator) will facilitate a discussion of our embedded tutoring and teaching apprenticeship (TA) programs. We will attempt to understand a) the need, b) what's working, and c) what needs to be done. George and Jose will lead us through the following:
  - a. Share data/survey results (see Jose's ppt)
  - b. TA/Embedded Tutor panel. We've invited some of our TAs and embedded tutors to come and share their perspectives (6 TAs / embedded tutors: English, math, chemistry, biology)
  - c. What is working, what we're currently doing
    - i. TA serves as a bridge between students and teacher
    - ii. Ask Qs for clarification—track the clarity of the students
    - iii. Connect with students as humans—understand that there is more going on in their lives than what is happening in class
    - iv. TAs can bring a synthesis within a dept—they may be able to make connections between different teachers' styles and classroom content
    - v. Deal with student affect—anxiety, fear, etc.
    - vi. Work in small groups
    - vii. Model a successful student

- viii. “students thrive around my TA”....they see themselves following their TAs footsteps
  - ix. The TAs have the opportunity to grow
    - x. A strong TA-teacher relationship is key—many TAs have worked with the same teacher for multiple semesters
    - xi. Significantly more opportunity for 1-on-1 contact
  - d. What’s not working—what do we need to consider and develop as we continue to scale an embedded tutoring/TA program on this campus?
    - i. TAs need access to lesson plans, campus emails, Canvas shells, etc
    - ii. Some students (especially DSP students) latch on to the TA, and seem “over dependent” on the TA, where they expect help with every task. This is a carry-over from LD programs in high school. We need to support students but also begin to “wean” them.
    - iii. Teacher needs to help foster a sense of community, support.
4. **Adjourn.**