EMBEDDED TUTORING AGREEMENT

This agreement is designed to maximize the effectiveness of embedded tutoring by having the tutor and the instructor discuss goals and expectations of their professional relationship. The document should be discussed in its entirety at the beginning of the term. A clear understanding of each partner’s responsibilities becomes the first step toward a successful collaborative experience.

Primary Goals of Embedded Tutoring

- To give students a chance for more individualized attention and feedback during class activities
- To expose students to tutoring who may not seek it otherwise

Embedded Tutor’s Responsibilities

Embedded Tutor will:

- Be proactive in asking the instructor any questions you might have
- Listen to the lesson and follow exactly what the goal of the lesson is with the students you are tutoring. Promote the activities the instructor has planned for the students.
- Follow the day’s agenda and the instructor’s instructions on how you can help during each activity.
- Take the teacher’s hint and walk around the class in order to help students who are reluctant or unable to ask questions.
- Offer the perspective of an experienced student in class discussions
- Lead small group discussions or activities
- Provide one-on-one assistance during class activities
- Guide students, provide feedback, and answer questions during in-class hands-on practice
- Have the sensitivity to be a positive role model.
- Be patient and polite with the students.
- Be professional and respectful with the instructor.
- Get to know the classroom culture well.
- Remind the students-and the instructor- that you are here to offer supplemental help and not as a replacement for their class or instructor.

Embedded Tutor will not:

- Teach new concepts the course instructor has not already introduced
- Lead the class without the instructor present
- Grade assignments
- Enforce class management or discipline policies
- Proctor or assist in proctoring quizzes or tests
- Function as a personal assistant to the instructor
- Be late or absent to work. (If you will be late, make sure to notify the instructor and your supervisor.)
- Get involved in extended conversations with the students in the classroom on topics unrelated to class assignments.
- Spend too much time with any one student. Keep in mind that as an embedded class tutor, you are not for just one or two students.

**Instructor’s Responsibilities**

- Make the tutor feel welcome and informed. A quick letter of introduction addressed to the tutor would be great.
- Feel comfortable in explaining the tutor how you want him or her to interact with your students.
- Provide the tutor with a copy of your syllabus and other necessary handouts.
- Give the tutor daily guidance as to what you expect him or her to help with.
- Use the tutor to join the class in learning activities.
- Adjust your way of teaching so that having the tutor around can greatly contribute to your students’ performance as well as their persistence.
- Promote a togetherness concept and get excited about you two as a team working in collegial agreement.
- Adopt a realistic “no blame” policy. The best training embedded tutors can get is in the classroom. The instructor should prepare to take on the role of an occasional pedagogical and subject matter trainer.

**Instructor-Tutor Meeting Confirmation**

Please complete and submit this page at your earliest convenience to:

Chia Green  
Faculty, Tutoring Center Coordinator  
(408) 855-5371 (Tutoring Center); (408) 855-5348 (Office)  
Tutoring Center S2-401, Main Building

We certify that we have read and discussed the information contained in this Instructor-Embedded Tutoring Agreement. We agree to work cooperatively with each other and to fulfill our respective roles as instructor and tutor.

Instructor Name (print):   Signature:   Date:

Embedded Tutor Name (print):   Signature:   Date: