Online 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.
* Engage students in online course activities, encourage their participation and promote the activities the instructor has planned for the students.
* Follow the weekly agenda and the instructor’s instructions on how you can help during each activity.
* Offer the perspective of an experienced student in class discussions.
* Lead small group discussions or activities via Zoom Breakout rooms or any other setting that the instructor designs.
* Provide one-on-one assistance during class activities.
* Guide students, provide feedback, and answer questions during in-class hands-on practice or via Canvas Discussion Board.
* 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 or absent, make sure to notify the instructor at least two days ahead and your supervisor.)
* Get involved in extended conversations with the students in the online 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. We would appreciate if you could giving the embedded tutor 5 minutes to introduce herself/himself in the first class meeting, or allow the tutor to send out an email to the class introducing herself/himself and her/his online tutoring hours
* Feel comfortable in explaining the tutor how you want him or her to interact with your students, as well as how to support students’ learning in the course activities you design.
* Provide the tutor with a copy of your syllabus and other necessary handouts.
* Give the tutor daily/weekly guidance as to what you expect him or her to help with.
* Utilize the tutor’s time 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, chia.green@missioncollege.edu

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: