



Embedded Tutoring Letter of Agreement (Faculty and Tutor)

The purpose of this agreement is to communicate the responsibilities and expectations between the faculty member and tutor. The following are agreed-upon responsibilities that we as partners will carry out to support our students' success. Please discuss this document in its entirety at the beginning of the term. Should either partner be unwilling or unable to meet the responsibilities outlined below, please contact the Student Success Coordinator, Daniel Pittaway - dpittaway@coastline.edu.

Primary Goals of Embedded Tutoring

- Offer extra help to students to become independent learners
- Assist students in reaching a higher level of competence in a particular subject
- Assist students in becoming active in the learning process

Faculty Responsibilities

Do's

- Make the tutor feel welcome and informed. A quick introduction addressed to the tutor would be great.
- Feel comfortable in explaining to the tutor how you want him or her to interact with your students, whether online or in person.
- Provide the tutor with a copy of your syllabus and other necessary handouts.
- Give the tutor regular 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, realize that the best training tutors can get is in the classroom, and prepare for the role of an occasional pedagogical and subject matter trainer.
- Offer your email address to the tutor so that he or she can email you if there is a need.

Don'ts

- Be afraid to communicate directly with the tutor about how he or she is doing.

Embedded Tutor Responsibilities

Do's

- Discuss with the teacher on day one how you would like to assist with the class and what you feel your strengths are in the classroom.
- Ask the teacher to help train you if he or she requires you to do something in the classroom that you do not feel qualified to do. Show a willingness to learn.
- Be proactive in asking the teacher any questions you might have.
- Take the teacher's hint and walk around the class in order to help students. For online support, remain active in the course page and monitor activity in the discussion forums or other areas to see where you can assist.
- Be patient and polite with the students; be professional and respectful with the teacher.
- Get to know the classroom culture well.

Don'ts

- Be late or absent to work. If you will be late, make sure to notify the teacher and your supervisor.
- Translate for the students unless you have the teacher's permission. Instead, help the students find alternative ways to express the idea.
- Do the work for the students. Instead, use questions, demonstration, practice, examples, informal quizzes, and other approaches for the students to get it.
- Teach the class anything new unless it is part of the instruction intended by the teacher.
- 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.

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

Faculty Name (Please print): _____ Signature _____ Date _____

Tutor Name (Please print): _____ Signature _____ Date _____

Course Name: _____ CRN: _____

Course Name: _____ CRN: _____

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Course Name: _____ CRN: _____

In lieu of signing this form, please email dpittaway@coastline.edu to acknowledge your acceptance of these terms.