



# Embedded Tutoring Handbook

## For English Composition Classes

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# Table of Contents

Definition and Benefits .....	1
Role of Embedded Tutors .....	3
Requirements and Recruitment .....	4
Training .....	5
Placement of Tutors in Classes .....	6
Faculty Expectations and Recommendations .....	8
Embedded Tutor Expectations and Recommendations .....	9
Administrative Oversight .....	11
FAQ's .....	13
End of Term Survey for Faculty .....	14
End of Term Survey for Embedded Tutors .....	16
End of Term Survey for Students .....	18
Class Observation Template .....	20



# Definition and Benefits

## What is Embedded Tutoring?

Embedded tutoring is a form of Supplemental Instruction. An embedded tutor works closely with the instructor for the duration of the course to help enrolled students understand course concepts and enhance student engagement. Because the embedded tutor functions as a mentor and a model in the classroom, the embedded tutor should regularly and consistently interact with the students during class. Embedded tutors use best practices learned during the tutor training they received in English 40A. The embedded tutor may also hold study sessions for students outside the designated class time; these sessions must take place in the WLDC. In and out the classroom, the tutor functions as the following:

- **A model student**, demonstrating effective student behaviors and successful academic habits.
- **A peer tutor**, providing support to students, particularly those who are disproportionately impacted, while working with the class content and texts.
- **A mentor**, helping students foster connections with support services.

## What are the Benefits of Embedded English Tutors?

The embedded tutor helps students better understand and meet their instructor's expectations and assignments because students are more willing to ask a tutor questions and seek assistance from a peer, and because the embedded tutor, working closely with the faculty member, can communicate clearly what the instructor's expectations are.

The embedded tutor acts as a middle person, working effectively with students in ways that faculty members cannot. As Muriel Harris explains, "Students readily view a tutor as someone to help them surmount the hurdles others have set up for them, and as a result students respond differently to tutors than to teachers."<sup>1</sup> Significantly, students talk to tutors "more freely and more honestly because they are not in the confines of a teacher/student relationship where there are penalties for asking what they perceive as 'dumb' questions (the penalty being that the teacher will find out how little they know or how inept they are in formulating their questions). Moreover, students realize that they don't have to listen passively and accept what is 'told' to them by an authoritative speaker."<sup>2</sup> The tutor-student relationship, therefore, allows students to develop a growth mindset, take risks, and learn in ways that they may otherwise feel inhibited from doing.

As a middle person, the embedded tutor can voice concerns and ideas to the instructor based on classroom observations and individual student feedback. Faculty can learn much more about what their students need and what is and is not working in the classroom by working closely and effectively with an embedded tutor.

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<sup>1</sup> Harris, Muriel, "Talking in the Middle: Why Writers Need Writing Tutors." *College English*, vol. 57, no. 1, Jan. 1995, p. 28.

<sup>2</sup> Ibid.

Because the implementation of AB 705 has necessitated increased individual attention to multi-level students in the same English class—especially disproportionately impacted students—the embedded tutor helps meet those varying needs and experiences. In addition to working with students individually in class, the embedded tutor encourages students to sign-up for weekly tutoring and directs students to additional support services that can help them succeed in and outside the classroom.

Recognizing the enormously positive impact that embedded tutoring can have on student success, college leadership has implemented it as an action item in Yuba College’s *Educational Master Plan*; embedded tutoring is specifically identified in Yuba College’s *Guided Pathways* as being critical for its successful implementation; and finally, embedded tutoring is part of *Yuba College Equity Plan* initiative to “Develop and implement a holistic, wrap-around, and tailored approach to identify individual students’ learning challenges and support their successful completion of transfer-level English.”

# Role of Embedded Tutors

Embedded tutors MAY engage in the following types of classroom activities:

- Model student inquiry, skills, and strategies in class discussions and activities.
- Circulate the room to encourage student participation during small group activities.
- Facilitate small group exercises and/or discussions.
- Work with individual students who need additional support.
- Provide feedback and answer questions during class activities and exercises.
- Provide individual and group tutoring, conferencing and/or workshops.
- Reach out to students, via email or messages, to make inquiries, check-in, or provide information and/or resources.
- Read student work out-of-class to provide feedback, but not grades.
- Read all assigned texts—everything the students are reading—prior to class discussions, activities, and assignments.
- Monitor and participate in online student discussion boards and collaborations.
- Introduce students to relevant student services and academic resources.
- Assist students in effectively utilizing software and other technology.

Embedded tutors MAY NOT engage in the following types of activities:

- Lead the class without the instructor present.
- Grade student work.
- Enforce classroom management or discipline policies.
- Function as a personal assistant to the instructor. Tutors should not be asked to proctor quizzes, run errands, photocopy materials, etc.
- Sit idle or disengaged during class discussion and activities.

# Requirements and Recruitment

## **What are the Requirements to Become an Embedded English Tutor?**

The following requirements must be met for a student to be employed as an embedded tutor:

- Have an overall GPA of 3.0 or better.
- Complete English 40A with an earned grade of B or better.
- Complete the embedded tutor training course for tutors.
- Be recommended by the WLDC Coordinator. Recommendation is not automatic. Some tutors may be employed at the WLDC, complete English 40A with a grade of B or better, successfully complete the embedded tutor training course, and, nonetheless, not be recommended into the embedded tutoring program.
- Be enrolled in a minimum of 6 units within the Yuba Community College District during the semester of employment OR be employed as a professional tutor.

## **How are Embedded English Tutors Recruited and Employed?**

Embedded English tutors are recruited from the current pool of English tutors working for the Writing and Language Development Center (WLDC). Since the number of tutors working in the WLDC will directly impact the availability of embedded tutors for English classes, the following measures will be adopted:

- The WLDC staff will develop and maintain a recruitment plan for hiring WLDC tutors to increase the pool of potential embedded tutors.
- The WLDC staff will encourage all WLDC tutors, including first-semester tutors enrolled in English 40A, to complete the embedded tutor training course.

## **How Can a Faculty Member Teach a Class with an Embedded English Tutor?**

All English faculty teaching a course section with an embedded tutor are expected first to complete the embedded tutor training course for faculty. The embedded tutor training course is asynchronous, self-paced, and can easily be completed within a short timeframe. Therefore, after an English faculty member is assigned a section with an embedded tutor for the first time, we request that the faculty member complete the training course prior to meeting with the embedded tutor the week before instruction begins.

Teaching a class with an embedded tutor is limited by college funding, scheduling, and the availability of tutors.



# Training

When faculty already feel there's too much content to cover and too many students on their rosters, adding even one more element may feel overwhelming. Yet, an embedded tutor can be an invaluable addition to a class and a great support to the faculty member—if both the faculty member and the tutor been trained to work together optimally.

Faculty who are assigned a section with an embedded tutor for the first time should complete the online asynchronous training course prior to meeting with the embedded tutor the week before instruction begins. This training will cover, among other things, how to design a course with an embedded tutor in mind, integrating the tutor throughout the semester, and collaborating with the tutor to provide individualized support for students.

Embedded tutors must complete their companion online asynchronous training course prior to being hired as embedded tutors. Their training will cover, among other things, guidelines for effective tutoring, both in and outside the classroom, and the three different roles in which they will function as embedded tutors:

- model students
- peer tutors
- peer mentors

Both training courses are asynchronous, online, and will likely take no more than 3 hours for tutors and no more than 4 hours for faculty to complete. Faculty can receive FLEX for completing the training.

# Placement of Tutors in Classes

## Will Embedded Tutors Be Placed in Online Classes?

It is a long-term goal to place embedded tutors in all English composition classes, both online and in-person. However, training an embedded tutor to function in an asynchronous online class will be considerably different from training an embedded tutor to function in an in-person class. The expectations of tutors and the ongoing processes of collaboration, meetings and communication will be different. We think it wise to build the training and processes for in-person embedded tutoring first and then scaffold the training and processes for online embedded tutoring onto that later. For this reason, we will, at this time, prioritize placing embedded tutors into in-person sections before online sections. However, this priority will, we anticipate, change as training and processes are later developed for online embedded tutors.

## How are Embedded Tutors Assigned to English Classes?

Embedded tutors will be assigned to courses and course sections, not faculty.

All offered sections of English 56 and English 1E will be provided with embedded tutors first, based on availability of trained embedded tutors. This aligns with the expectation that extra support will be provided to students who enroll in these courses specifically support in academic mindsets and academic reading and writing. As funding and trained tutors are available, sections of English 1A will also be provided with embedded tutors.

Embedded tutors will be assigned to English 1A course sections, not faculty, according to the following tiers of assignment:

### **Tier 1:**

- The first priority will be to assign available embedded tutors equitably between the Marysville and Sutter campuses, based on student demand and enrollment.

### **Tier 2:**

- The next priority will be to assign embedded tutors to sections equitably between Mondays/Wednesday offerings and Tuesdays/Thursday offerings.

### **Tier 3:**

- The final priority will be to assign embedded tutors to class sections within varying time blocks of the schedule: 8-10 am, 10 am-12 pm, 12-2 pm, 2-4 pm, 4-6 pm, and 6-8 pm.

### **Assignment Exclusions:**

- During this first phase of implementation, no online sections will be provided with embedded tutors.
- Sections of classes that are earmarked as Early College or Dual Enrollment will receive less priority because, based on current program design, those sections are filled with high

achieving students, and the goal of embedded tutoring is to provide support for students who may struggle to succeed in their college composition course.

Adhering to the tiers and exclusions above, the Dean of Arts and Education will identify which sections of English 1A will be provided with embedded tutors, preferably before the English faculty begin selecting courses and sections, but always at least three weeks before priority registration so that the college scheduler can note which sections have embedded tutors in the online class schedule.

Collegewide, no English class will be assigned an embedded tutor outside this process. All college programs (such as FYE, DSPS, EOPS and TRIO) will include embedded English tutors through this same Embedded Tutoring Program.

No faculty member will be required to teach with an embedded tutor.

# Faculty Expectations and Recommendations

All English faculty teaching a course section with an embedded tutor are expected first to complete the embedded tutor training course. (See “Training” on page 5.)

All faculty teaching a course with an embedded tutor are required to engage in the following practices of the embedded tutoring program:

- Meet with the tutor during the week before classes to discuss course materials, expectations, and strategies, among other considerations.
- Communicate with the embedded tutor outside class time to assess, plan, and coordinate efforts at least one to two times per week.
- Participate in a data-gathering survey at the end of each term.
- Meet with the tutor for a wrap-up conversation and review at the end of each term.

All faculty teaching a course with an embedded tutor are recommended to do the following:

- Observe (for FLEX credit) one hour of a class taught by another faculty member with an embedded tutor at least once per year and provide that faculty member with a written observation. The observation is NOT an evaluation. It is merely an observation in which you can share your insights as well as what you appreciated and learned.
- Collaborate in mentor/partnerships throughout the term (for FLEX credit) with other faculty who work with embedded tutors, as a means of ongoing support and training. Meetings can be virtual or in-person for a minimum of three hours per semester, not to be completed within one meeting. The Dean of Arts and Education will provide all participants with a list of all other faculty and embedded tutors, when they teach their classes, and their contact information.

# Embedded Tutor Expectations and Recommendations

All embedded tutors required to engage in the following practices of the embedded tutoring program:

- Meet with the faculty member of the class (for pay) during the week before classes to discuss course materials, expectations, and strategies, among other considerations.
- Communicate with the instructor outside of class time to assess, plan, and coordinate efforts at least one to two times per week.
- Participate in a data-gathering survey at the end of each term.
- Meet with the faculty member of the class (for pay) for a wrap-up conversation and review at the end of each term.

All embedded tutors are recommended to do the following:

- Observe (for pay) one hour of a class with another embedded tutor at least once per year and provide that tutor with a written observation of the class. The observation is NOT an evaluation. It is merely an observation in which you can share your insights as well as what you appreciated and learned.
- Collaborate in mentor/partnerships (for pay) with faculty and other tutors in the embedded tutoring program as a means of ongoing support and training. Meetings can be virtual or in-person for a minimum of three hours per semester, not to be completed within one meeting. The Dean of Arts and Education will provide all participants with a list of all other faculty and embedded tutors, when they teach their classes, and their contact information.

## **How Many Hours Can an Embedded English Tutor Work per Week?**

Embedded tutors' employment begins the week prior to the beginning of classes and concludes at the end of finals week. Embedded tutors should work no fewer than **4 hours** per week and no more than **10 hours** per week, including but not limited to meetings with the faculty member outside class instruction, tutoring students from class in the WLDC, participating in online student discussions and responding to student work outside class, communicating with students via email or messages, reading assigned class texts, mentoring/partnering with other faculty and tutors, and observing other embedded tutors in other classes.

The embedded tutor should regularly and consistently interact with the students during class; however, an embedded tutor need not attend every class session. Although a rare occurrence, a faculty member may coordinate with the embedded tutor not to attend a particular class session if it does not lend itself to the tutor's assistance.

The embedded tutor is expected to do the following in addition to the hours spent in the classroom:

- Spend at least **one hour** and no more than **three hours** per week doing one or more of the following:
  - Reach out to students, via email or messages, to make inquiries, check-in, or provide information and/or resources.
  - Read student work out-of-class to provide feedback, not grading.
  - Read all assigned texts—everything the students are reading—prior to class discussions, activities, and assignments.
  - Participate in online student discussion boards and collaborations.
- Schedule at least **one hour** and no more than **two hours** per week to meet with students in the WLDC if the class is on the Marysville campus, or in the library of the Sutter County Center if the class is being taught there. If no one from the class attends during that time, the tutor should do one of the following, as previously directed by the instructor:
  - Engage in one of the listed support activities in the bullets above.
  - Assist other WLDC drop-in students if the IA or coordinator identifies a need.
  - Log out, and do not work the hour(s) scheduled.

Afterwards, the tutor should inform the instructor that no one from the class attended the session.

## Administrative Oversight

Embedded tutoring will require significant and timely oversight to become and remain a successful program. The following administrative responsibilities and duties must be assigned to specific individuals or positions prior to initiating this program. As administrative positions change or are vacated, the English department should be kept abreast of who is charged with each of the following responsibilities:

- Develop and maintain a recruitment plan for hiring WLDC tutors to increase the pool of potential embedded tutors.
- Encourage all WLDC tutors, including first-semester tutors enrolled in English 40A, to complete the embedded tutor training course.
- Recommend tutors to be employed within the embedded tutoring program. This is not automatic. Some tutors may be employed at the WLDC, complete English 40A with a grade of B or better, successfully complete the embedded tutor training course, and nonetheless, not be recommended for the embedded tutoring program.
  - The individual(s) who recommend tutors must review each tutor applicant's reflections and submissions within the Embedded Tutor Training module prior to making a recommendation for employment.
- Provide participating faculty with a list of all other participating faculty and their embedded tutors, when they teach their classes, and their contact information, at the beginning of each term.
- Generate a new a data-gathering survey for each term, for the purposes of continually improving the embedded tutoring program.
  - Provide all participants within the program with a link to the survey at least two weeks prior to the end of each term, reminding participants to complete the survey by the last day of Finals Week.
- Administer, collect, and share (with at a minimum the Composition and WLDC Coordinators) the survey results from all participants in the embedded tutoring program at the conclusion of each term and follow up in one or more of the following ways:
  - Reply via email to faculty who pose questions or concerns within their survey.
  - Report general observations, successes and/or concerns found within the surveys at an English Department meeting at the beginning of the subsequent term.
- Report the findings of the embedded tutoring program survey from each previous term to the Yuba College English department and to any other relevant groups or committees as a means of ongoing program analysis and improvement.

### **Responsibilities of Dean of Arts and Education**

Careful oversight of the embedded tutoring program must be conducted by the Dean of Arts and Education, whose responsibilities include the following:

- Identify which sections of English 1A will be provided with embedded tutors, preferably before the English faculty begin selecting courses and sections, but always at least three weeks before priority registration.
- Ensure that the college scheduler has received a list of all English courses with embedded tutors three weeks before priority registration so that this can be noted in the schedule.
- Ensure that the Director of Counseling and other student service personnel are notified at least three weeks before priority registration of the class sections that will be provided with embedded tutors. Counselors and other student service staff can then guide disproportionately impacted students into course sections that will maximize their potential for success.



## FAQ's

### **Is there a Budget for Books, Software, and/or Other Course Materials for Embedded Tutors?**

Embedded tutors are not required to purchase books, software or any other materials for a class in which they are embedded. Faculty should provide embedded tutors with instructor exam copies of textbooks and obtain all other course materials for their embedded tutors. Funding for any software or other materials required by the course must come from the division budget and be approved by the division dean.

### **Do We Have an Opportunity to Evaluate the Embedded Tutoring Program?**

At the end of each term, participating faculty and embedded tutors will be asked to complete a data-gathering survey, which will provide an opportunity to evaluate the embedded tutoring program. The appropriate administrator will be invited to an English Department meeting each term to report the findings and facilitate a department discussion as a means of continuous improvement.

### **Where Can I Get Ongoing Support?**

Those participating in the embedded English tutoring program are asked to collaborate in mentor/partnerships throughout the term (for FLEX credit) with other faculty who work with embedded tutors, as a means of ongoing support and training. Meetings can be virtual or in-person for a minimum of three hours per semester, not to be completed within one meeting.

The Dean of Arts and Education may answer faculty and staff questions; however, for most concerns, the best academic and collegial support is found in collaborating in mentor/partnerships throughout the semester.

# End of Term Survey for Faculty

## **Purpose**

The survey results from faculty of classes with embedded tutors will be reviewed by the WLDC Faculty Coordinator and the English Composition Coordinator. The data will be shared with the English Department each subsequent semester. The survey results will inform improvements to the Embedded Tutoring Program and be used to validate its impact on the student experience and student retention and success rates, particularly among students from disproportionately impacted groups.

## **Survey Questions**

Did you collaborate with other faculty and tutors in the embedded tutoring program?

- Yes
- No

If so, please indicate the days and times during which you met for these collaborations.

Which of the following types of support did the embedded tutor provide in your course? (Select all that apply.)

- Provided written feedback on assignments
- Provided written responses to discussion posts
- Provided verbal feedback on assignments
- Provided verbal support in understanding assignments
- Facilitated small group work or discussions during class time
- Held student conferences/tutoring sessions during class time
- Held student conferences/tutoring sessions outside class time
- Sent messages and/or email responses to students
- Modeled reading and/or writing strategies
- Assisted students in using software, online tools, or other technology
- Modeled student skills
- Other

Did the embedded tutor provide any of the following support? (Select all that apply.)

- Led the class in your absence.
- Graded student work.
- Enforced classroom management or discipline policies.
- Functioned as a personal assistant, such as running errands and photocopying materials.
- None of the above.

**Please select the answer that best describes your response to the following statement:**

Having an embedded tutor helped my students understand course concepts and instructor expectations.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Provide any explanation or examples here (optional): \_\_\_\_\_

**Please select the answer that best describes your response to the following statement:**

Having an embedded tutor helped me understand where and why students were struggling with course concepts and/or expectations.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Provide any explanation or examples here (optional): \_\_\_\_\_

**Please select the answer that best describes your response to the following statement:**

My embedded tutor encouraged and supported disproportionately impacted students in this course.\*

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Provide any explanation or examples here (optional): \_\_\_\_\_

\*According to the California Community Colleges Chancellor's Office (CCCCO), "Disproportionate impact occurs when a subset of students based on student characteristics, such as age, race and gender, are unjustifiably experiencing lower outcomes compared to the total student population" (CCCCO, 2017).

**Please select the answer that best describes your response to the following statement:**

My embedded tutor was professional and well-trained.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

What was most helpful or valuable about having an embedded tutor?

Did you have any negative experiences with or concerns about the embedded tutor? If so, please explain.

What will you do differently next term if you teach with an embedded tutor? Please be specific and explain why you identified these changes as valuable or necessary.

Do you have suggestions about how the embedded tutoring program, including the training, could be improved?

# End of Term Survey for Embedded Tutors

## **Purpose**

The survey results from embedded tutors will be reviewed by the WLDC Faculty Coordinator and the English Composition Coordinator. The data will be shared with the English Department each subsequent semester. The survey results will inform improvements to the Embedded Tutoring Program and be used to validate its impact on the student experience and student retention and success rates, particularly among students from disproportionately impacted groups.

## **Survey Questions**

Did you collaborate this semester with faculty and other tutors in the embedded tutoring program?

- Yes
- No

If so, please indicate the days and times during which you met for these collaborations.

Which of the following types of support did you provide in the course? (Select all that apply.)

- Provided written feedback on assignments
- Provided written responses to discussion posts
- Provided verbal feedback on assignments
- Provided verbal support in understanding assignments
- Facilitated small group work or discussions during class time
- Held student conferences/tutoring sessions during class time
- Held student conferences/tutoring sessions outside class time
- Sent messages and/or email responses to students
- Modeled reading and/or writing strategies
- Assisted students in using software, online tools, or other technology
- Modeled student skills
- Other

Did you provide any of the following support? (Select all that apply.)

- Led the class in your absence.
- Graded student work.
- Enforced classroom management or discipline policies.
- Functioned as a personal assistant, such as running errands and photocopying materials.
- None of the above.

**Please select the answer that best describes your response to the following statement:**

The instructor clearly and frequently communicated with me about the course and my role in it.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

**Please select the answer that best describes your response to the following statement:**

I helped the instructor understand where and why students were struggling with course concepts and/or expectations.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

**Please select the answer that best describes your response to the following statement:**

I encouraged and supported disproportionately impacted students in this course.\*

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Provide any explanation or examples here (optional): \_\_\_\_\_

\*According to the California Community Colleges Chancellor's Office (CCCCO), "Disproportionate impact occurs when a subset of students based on student characteristics, such as age, race and gender, are unjustifiably experiencing lower outcomes compared to the total student population" (CCCCO, 2017).

**Please select the answer that best describes your response to the following statement:**

I was well-prepared to be an embedded tutor.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Provide any explanation or examples here (optional): \_\_\_\_\_

How do you believe you were most helpful or valuable as an embedded tutor in this class?

Did you have any negative experiences with or concerns about the instructor? If so, please explain.

What will you do differently next term if you return as an embedded tutor? Please be specific and explain why you identified these changes as valuable or necessary.

Do you have suggestions about how the embedded tutoring program, including the training, could be improved?

# End of Term Survey for Students

## **Purpose**

The survey results from the students of classes with embedded tutors will be reviewed by the WLDC Faculty Coordinator and the English Composition Coordinator. The data will be shared with the English Department each subsequent semester. The survey results will inform improvements to the Embedded Tutoring Program and be used to validate its impact on the student experience and student retention and success rates, particularly among students from disproportionately impacted groups.

## **Survey Questions**

Which of the following types of support did the embedded tutor provide in your course? (Select all that apply.)

- Provided written feedback on assignments
- Provided written responses to discussion posts
- Provided verbal feedback on assignments
- Provided verbal support in understanding assignments
- Facilitated small group work or discussions during class time
- Held student conferences/tutoring sessions during class time
- Held student conferences/tutoring sessions outside class time
- Sent messages and/or email responses to students
- Modeled reading and/or writing strategies
- Assisted students in using software, online tools, or other technology
- Modeled student skills
- Other

## **Please select the answer that best describes your response to the following statement:**

The embedded tutor's support helped me understand course concepts and instructor expectations.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

## **Please select the answer that best describes your response to the following statement:**

The embedded tutor helped me stay motivated to complete my assignments and this class.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

## **Please select the answer that best describes your response to the following statement:**

The embedded tutor encouraged and supported me and treated me with respect.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

**Please select the answer that best describes your response to the following statement:**

This course would have been more difficult without an embedded tutor.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Do you have suggestions for how the embedded tutor and your instructor could have provided you with more support?

What was the most helpful or valuable about having the embedded tutor in this class?

Did you have any negative experiences with or concerns about the embedded tutor?

# Class Observation Template

Both faculty and tutors are encouraged to observe one hour of another class taught by another faculty member with another embedded tutor at least once per year. After observing the class, both the faculty member and the embedded tutor will provide separate written observations to those they observe. **The observation is NOT an evaluation.** It is merely an observation in which participants can share insights as well as what they appreciated and learned. This template should be used to guide observers in providing non-evaluative feedback.

1) **I learned or appreciated the following while observing your class:**

2) **I noticed the embedded tutor being used in these supportive ways:**

**Specifically, I observed the following:**

- The instructor and/or tutor creating a safe space for learning.
- The tutor adapting tutoring strategies to individual student/learning context.
- The instructor and/or tutor fostering metacognitive conversation.
- The instructor and/or tutor connecting students to resources.

3) **It might be helpful to do the following:**

\*Consider the four areas in the checklist above as you offer suggestions