

Name: Victoria Polito Date: 01/04/2009

Please use the following explanation of the rating system:

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|----------------------|-----------------------------|
| 1- Unsatisfactory | 3- Good |
| 2- Needs Improvement | 4- Goes beyond expectations |

I. Responsibilities to the ALC & Tutor Training

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|-----------------------------------------------------------------------------------------------------|---|---|----------|---|
| 1) I am responsible, reliable, and professional | 1 | 2 | <u>3</u> | 4 |
| 2) I have attended tutor trainings and participated in online reflections | 1 | 2 | <u>3</u> | 4 |
| 3) I am able to handle tasks without repetitive direction | 1 | 2 | <u>3</u> | 4 |
| 4) If applicable, I hosted study groups regularly | 1 | 2 | 3 | 4 |
| 5) If applicable, I hosted office groups regularly | 1 | 2 | 3 | 4 |
| 6) I communicate as needed to ALC Director and reply to emails | 1 | 2 | <u>3</u> | 4 |
| 7) I arrange for in advance necessary absences, or adjustments when I can't work my assigned shift? | 1 | 2 | 3 | 4 |
| 8) I complete paperwork fully and in a timely manner | 1 | 2 | <u>3</u> | 4 |

Comments on your Responsibilities to the ALC & Tutor Training:

If you have not completed tutor training, please explain the reasons.

Whenever I had time conflicts I told Erin and/or Jessica and moved around my schedule as best as possible. I was ultimately able to attend all of the necessary sessions.

II. Organization

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|------------------------------------------------------------------------------|---|----------|----------|----------|
| 1) I contact new tutees to introduce myself and schedule a meeting | 1 | 2 | <u>3</u> | 4 |
| 2) I promote the opportunity to meet at least weekly with my tutees | 1 | 2 | 3 | <u>4</u> |
| 3) I encourage new tutees to bring course materials to the sessions | 1 | 2 | 3 | <u>4</u> |
| 4) I give tutees advice and tips on study skills | 1 | 2 | <u>3</u> | 4 |
| 5) I arrive on time for sessions | 1 | 2 | <u>3</u> | 4 |
| 6) I give advance notice if I need to cancel sessions for valid reasons | 1 | 2 | <u>3</u> | 4 |
| 6) I plan activities and review material for tutoring sessions, if necessary | 1 | 2 | <u>3</u> | 4 |
| 7) I contact the tutee's course instructor for content clarity, if necessary | 1 | 2 | 3 | 4 |
| 8) I follow up with tutees if they have questions I am unable to answer | 1 | 2 | 3 | <u>4</u> |
| 9) I notify ALC staff when my tutee misses sessions or is unresponsive to me | 1 | <u>2</u> | 3 | 4 |

Please Comment on your Organization:

I am organized and keep all of my scheduled tutees in my planner. If a time needs to be shifted I do my best to accommodate the tutees.

III. Tutoring and Communication Skills

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|-----------------------------------------------------------------------------------|---|---|----------|----------|
| 1) I try to establish rapport and introduce tutoring expectations with new tutees | 1 | 2 | <u>3</u> | 4 |
| 2) I'm open, friendly, and genuinely interested in my tutee's learning needs | 1 | 2 | 3 | <u>4</u> |
| 3) I ask probing questions to encourage tutee participation in the sessions | 1 | 2 | <u>3</u> | 4 |

- | | |
|-----------------------------------------------------------------------------------------------------------------|----------------|
| 4) I ask tutees about their specific needs and problems in regards to the course or subject of tutoring | 1 2 3 <u>4</u> |
| 5) I know my tutee's preferred learning style and I try to accommodate it | 1 2 <u>3</u> 4 |
| 6) I ensure tutees are actively involved throughout the sessions | 1 2 <u>3</u> 4 |
| 7) I use various techniques (eg. visual aids, songs) when possible | 1 2 <u>3</u> 4 |
| 8) I close sessions effectively by establishing clear goals for the next tutorial session with all of my tutees | 1 2 <u>3</u> 4 |
| 9) I seek feedback from tutees about the effectiveness of our tutoring sessions | 1 2 <u>3</u> 4 |
| 10) I demonstrate sensitivity when a tutee experiences an emotional event that may interfere with our session | 1 2 3 <u>4</u> |

Please comment on your Tutoring and Communication Skills (GIVE EXAMPLES):

I will say something or explain a problem in different ways until it is understood (like taking a chemistry definition and putting it into "common English". I will give real-life examples in psychology to help the tutee understand the concept because that is what the tutee asked for. I will answer last minute e-mail questions before a test and will follow up if I could not answer a question to make sure the tutee received the necessary information. I ask the tutees if they are understanding me and if they would like me to tweak an approach in any way.

IV. ALC Program Assessment

1) Please comment on the training and support you've received from the ALC.

The training was above and beyond what it was in the past. The topics were useful and applicable. The ALC was there and supportive more than in past years for the tutors. All e-mails and questions were answered (thanks Erin)

2) What comments or suggestions do you have for improvement of the Peer Tutoring program?

I do think it would be helpful if we also did separate training as well as whole-group training with older and newer tutors. Some of the information was very repetitive although nothing was irrelevant.

3) What other training opportunities should be considered?

Perhaps hearing from some tutees and their experiences (good and bad) with tutors would be helpful.

V. General Reflection (feel welcome to use a blank paper which includes your name):

1. How do you rate your performance as a tutor? Discuss significant strengths/weaknesses.

I think I have a high performance as a tutor. I manage my time and try my best to squeeze in appointments regardless of the short notice sometimes given by the tutee. I try different teaching approaches and treat each tutee on an individual basis and do not compare them to others. I try to use multiple techniques when needed and find the style each tutee needs. If the tutee does not have specific questions or we already went through the questions I will make my own questions up for them and ask them topics I know they will need to know. One of my weaknesses is reaching out to the students who do not contact me very often. I will e-mail them once, but I will not keep trying to get a session if they do not show initiative. I know sometimes it is hard for them to ask for help, but if I do not see effort from them I will not keep trying to contact them, which can be a weakness. Also, another weakness is that I have to remember to tell Erin when tutees do not show effort and do not contact me as often as I feel they should.

2. How have your abilities and skills improved while you have served as a tutor?

I am better able to help different learning styles and am better able to tell what learning style or mixture of styles a tutee is. Also, I have more patience.

3. In what ways do you help students solve their own problems with their assignments, without taking over the process yourself? Give examples.

I will have them open their book to the explanation and read what the book says or read the examples in the book to see if they can adapt the question at hand and figure it out themselves. If they are struggling I'll direct them with locations in the book or ask leading questions, but I will help them answer it themselves. This will help them figure out answers using their resources when I am not there. Also, Dr. Artz uses slides, so I will have students use them as resources as well. The psychology tutee I had wanted to work on examples so I would have her make her own examples after hearing some so she knew the basic process of forming an example. This led to future study guides being more complete with her own examples of theories.

4. How could your supervisor make your job better for you?

Maybe giving the tutees general guidelines and telling them that if they ask for a session last minute that it is not the tutors fault if you cannot meet. Also by telling the tutees what our responsibilities are so they do not expect too much from us.

Peer Tutor Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____