Name: ___________________________ Date: ___________________________

**Instructions:** The point of this exercise is to help you form an honest assessment of how you are developing as a tutor. It is based on the premise that you want to be the very best you can be at what you do and that there is always room to improve. There are no right or wrong answers, and the only way to get the most out of the self-assessment is to engage in careful reflection and be honest and detailed in your responses. As a tutor you are required to complete this process at least once each semester (fall and spring).

1) First, contact the Tutor Coordinator, Dr. Wilson, for copies of the survey assessments completed by your students. Review the ratings and comments.

2) Second, select a tutoring session and complete this process. It is suggested that you select a session that is at the end of your shift and plan to complete this assessment immediately afterward while it is fresh in your mind. After you complete it, schedule a time to meet with Dr. Wilson for an assessment interview to discuss your results, reflections, and set goals.

This process is **NOT** intended to judge you; rather to help you celebrate your strengths and give you the support you need to work on areas that you would like to improve. Again, the key to getting the most out of it is to be honest in your responses.

**Session Basics**

1. What day and time was the appointment? ___________________________
2. Were you on time? _________ Was the student(s) on time? _____________
3. What course did you tutor? ___________________________
4. How many students were in your session? _____ Did you have a new student? _________

**Conducting the Session: Beginning, Middle, and End**

5. At the beginning of the session
   a. Was the student able to articulate what type of help he or she needed?

   b. Did the two of you set goals for the session? If so, what goals did you set?

6. In the middle (main part) of the session
   a. How close are you to mastering the 50/50 rule (i.e. the tutor does no more than 50% of the talking)? (Choose one)
      i. I did much less than 50% of the talking
      ii. I did about 50% of the talking
      iii. I did more than 50% of the talking
      iv. I did almost all of the talking

   b. When you were talking, what did you say? Were you mostly asking probing, leading, and open-ended questions, or did you find yourself re-teaching the material?
c. Were you able to tolerate silence long enough to get the student to answer your questions? Do you find it difficult or easy to do this?

d. How did you check the students’ understanding?

7. At the end of the session
   a. Did you encourage the student and/or praise his or her achievements?

b. Was there a summary of the session? If so, did you summarize it yourself or have the student do it?

c. Did you suggest follow up work or goals for the next appointment?

**Ethics**

8. Was the student critical of the instructor? If so, how did you handle it?

9. Did the student ask for help with a graded assignment? If so, how did you handle it?

**General**

10. What was the most rewarding aspect of the session for you?

11. What was the most frustrating aspect of the session for you?

12. What do you think the student got out of the session?

13. Do you think you managed your time well during the session? Why or why not?

14. If you could rewind the clock and conduct the same session over again, what would you do differently?

15. Have you discovered anything that you would like to share with your fellow tutors?

16. Do you see any differences in your tutoring sessions between when you first started tutoring and now? If so, what are they?