

Tutor Training Learning Outcomes Assessment

Rubric for Videos

Begin session with context, background and concerns. Assess each of the four outcomes based on what you observe in the video segment and/or what you discuss with the tutor. For group sessions, replace "student" with "group." Include comments or notes to clarify your assessment.

See "Guidelines for Reviewing Tutor Videos" (<http://deanza.edu/studentsuccess/tutorinfo/videoreview.html>)

After completing tutor training course and within context of tutoring in SSC, student tutor will be show ability to...	Behavior Associated with Score of <i>Below Standard</i> (0) (none)	Behavior Associated with Score of <i>Meets Standard</i> (1) (limited)	Behavior Associated with Score of <i>Exceeds Standard</i> (2) (frequent/strong)	Comments/Notes What evidence--video or conversation? Specific example? Suggestions?
1. Plan and conduct session using student-centered communication strategies.	<input type="checkbox"/> No plans or informal agenda. <input type="checkbox"/> No active listening: wait time, echoing. <input type="checkbox"/> No positive feedback, encouragement. <input type="checkbox"/> No wrap-up/next steps/plan ahead.	<input type="checkbox"/> Limited plans or informal agenda. <input type="checkbox"/> Limited active listening: wait time, echoing. <input type="checkbox"/> Limited positive feedback, encouragement. <input type="checkbox"/> Limited wrap-up/next steps/plan ahead.	<input type="checkbox"/> Clear plan or informal agenda. <input type="checkbox"/> Active listening: wait time, echoing. <input type="checkbox"/> Positive feedback, encouragement. <input type="checkbox"/> Wrap-up/next steps/plan ahead	
2. Apply appropriate tutoring strategies for helping students at various levels.	<input type="checkbox"/> Unaware of level or prior knowledge. <input type="checkbox"/> Pace of session is not appropriate for level. <input type="checkbox"/> No use of resources from student's class. <input type="checkbox"/> No monitoring of student's progress.	<input type="checkbox"/> Limited awareness of level or prior knowledge. <input type="checkbox"/> Pace of session is sometimes appropriate for level. <input type="checkbox"/> Limited use of resources from student's class <input type="checkbox"/> Limited monitoring of student's progress.	<input type="checkbox"/> Asks questions to determine level, what student already knows <input type="checkbox"/> Pace of session is appropriate for level. <input type="checkbox"/> Uses student's class resources (books, notes, etc.) <input type="checkbox"/> Monitors student's progress.	
3. Adapt communication and tutoring practices to students from diverse backgrounds and with diverse learning styles.	<input type="checkbox"/> No awareness of student's background. <input type="checkbox"/> No awareness of what approaches work well for this student. <input type="checkbox"/> No use of multi-sensory approaches. <input type="checkbox"/> Does not ask student to demonstrate understanding.	<input type="checkbox"/> Limited awareness of student's background. <input type="checkbox"/> Limited awareness of what approaches work well for this student. <input type="checkbox"/> Limited use of multi-sensory approaches. <input type="checkbox"/> Limited demonstration of student's understanding.	<input type="checkbox"/> Understands student's background <input type="checkbox"/> Understands approaches that work well for this student. <input type="checkbox"/> Uses multi-sensory approaches (visual-verbal, visual non-verbal, auditory, kinesthetic.) <input type="checkbox"/> Asks student to demonstrate understanding.	
4. Demonstrate professional and ethical behavior when tutoring.	<input type="checkbox"/> No professional greeting and wrap-up. <input type="checkbox"/> Disengaged tone and body language. <input type="checkbox"/> Provides answers or does student's work. <input type="checkbox"/> No self-reflection: cannot describe successes and challenges of session.	<input type="checkbox"/> Limited professional greeting and wrap-up. <input type="checkbox"/> Some engaged, friendly tone and body language. <input type="checkbox"/> Sometimes promotes independent learning. <input type="checkbox"/> No self-reflection: cannot describe successes and challenges of session.	<input type="checkbox"/> Professional greeting and wrap-up (intro, name). <input type="checkbox"/> Engaged, friendly tone and body language. <input type="checkbox"/> Promotes independent learning and ensures that student work is his/her own. <input type="checkbox"/> Self-reflective: describes successes and challenges of session.	