Tutor | Erin Morrison

Date | Mar 1, 2011

Location | Library

Subject | Spanish

Instructional Modes

☐ Lecture ☒ Discussion ☒ Q/A ☒ Review ☒ Problem Solving ☒ Other

Tutoring Skill Sets

☒ lets tutees choose topics/set agenda
☒ encourages tutee(s) to ID main ideas and details
☒ models problems / finding information sources
☒ gives prompts / hints
☒ checks for understanding
☒ encourages tutee to find formulae, info, answers own
☒ encourages attempts at answers
☒ avoids lecturing
☒ uses open-ended questions
☒ repeats questions / answers
☒ acts upon non-verbal cues indicating confusion
☒ has tutee summarize knowledge
☒ scaffolds knowledge
☒ provides handouts on learning skills
☐ shares / teaches academic skills & learning skills

☒ shows interest for material being tutored
☒ uses conversational pauses to allow thinking time
☒ speaks loudly and clearly
☒ uses good manners
☒ maintains a friendly demeanor
☒ encourges tutee(s) to think out loud
☒ uses eye contact effectively
☒ uses positive non-verbals
☒ uses positive / attentive body language
☒ praises for contributions
☒ creates a safe environment for taking risks
☒ establishes a positive rapport with tutee(s)
☒ holds session to prescribed time limits
☒ wears name tag

Comments/ Observations

1. Positive non-verbals (e.g., head nods, attentive body posture, great eye contact) to support your verbal messages (e.g., mmm-hmm, okay, good job, etc.) and praise.

2. Open-ended Q's (e.g., Sorpresa - what does that mean? What is the ending for that? What does "tu vida" mean? What does that word mean? What does it mean when it says...? What is it talking about? What does it kind of look like (vocab word)? What does embusca mean? How do I say my book? And how do I say my books? What does como mean? What do you think? Who might that refer to? What person/subject is it? How would you phrase that if "it's not important to me?" What part of speech is importante? How do I say "I like the books?" Where am I going to put the "no?"
* Bloom's levels: knowledge, comprehension, application

3. Praise/affirmation (e.g., Good job. Exactly! Perfect! Good!

4. Active learning (e.g., having tutee read and translate out loud; open-ended Q's; pronunciation exercises; looking up vocabulary in glossary;

5. Prompts/hints (e.g., Pointing out the difference in how "que" can be used in sentences without telling her what it meant. You just told me what that was. What else? Campo is like countrysides, so campocinos is? But, we don't have the accent here [with como]. Tell me again what you're trying to write. You'll need a verb in there [the sentence you're writing]. You're close; just leave out the 'el' in this case. Close.
* Patient and let her process/think without rushing her

6. Instruction/clarification
* Modeling examples including phrases and sentences to help lead her to understanding terminology and context; connected with Q's and prompts (e.g., hecho de algodon; como; tantas; time)

| Suggestions for Improvement | You have a very calming and patient presence with your tutee. You never rushed her; gave good processing time to let her think through her responses. Excellent prompts, hints, and open-ended Q's to lead her to/scaffold knowledge. You often rephrased Q's or gave other examples to help when she was stuck rather than simply giving answers. Genuine and frequent praise/affirmation of her efforts. It's obvious you have a strong connection with her.
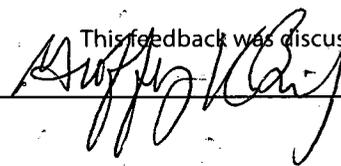
Suggestions from today's session:
1. There were several times where you did a good job of breaking information down into knowledge and comprehension level Q's. You could expand on this by challenging her at both the application and analysis levels. For examples, "What is the difference between _____ and _____?" You can even do this as a summary piece after asking several knowledge and comprehension level Q's.

TERRIFIC job today! |

This feedback was discussed with me on _3/2/11_

AD / Observer Signature _____

Tutor Signature ___Erin Morrison___