**WINDERMERE PEER TUTORING PROGRAM**

**Peer Tutor Self-Evaluation Form**

**Peer Tutor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Peer Tutoring Block: \_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervising Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Term: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*For each criterion on this rubric, please highlight the statement that best describes your performance this term. Please explain why this description applies to you in the space provided.*

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|  | **Fully Meets Expectations**  **(3)** | **Meets Expectations**  **(2)** | **Minimally Meets Expectations**  **(1)** | **Not Yet Meeting Expectations**  **(0)** |
| **Attendance & Punctuality:**  Peer tutors are expected to arrive on time for class and bring notes following an absence. | I have no unexcused absences, and I arrived on time or early for every class. | I have no unexcused absences, and I arrived late to class no more than 3 times per term. | I have no more than 1 unexcused absence, I was late no more than 5 times this term. | I was often late or absent. |
| **Explain:** | | | |
| **Behaviour & Attitude:**  Peer tutors are expected to display a positive attitude towards learning and use appropriate language and behaviour at all times. | I used appropriate language and behaviour at all times. I consistently display a good attitude towards learning, often openly sharing my positive views about education. | My behaviour was always appropriate, but I slipped up a few times and used some inappropriate language. I have a good attitude towards learning, but I am subtle about how I share my views. | There was one time that my behaviour was a little inappropriate and/or there were multiple times when my language was inappropriate. My general attitude towards learning was neither positive nor negative. | The student often uses inappropriate language or behaviour. They often demonstrate a poor attitude towards learning. |
| **Explain:** | | | |

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| **Learning Environment:**  Peer tutors are expected to help their supervising teacher maintain a safe, friendly learning environment. They should avoid talking negatively about teachers, grades, assignments, etc. | I worked hard to help the supervising teacher create a safe, positive learning environment. I spoke positively and constructively with my tutees about teachers, grades, assignments, etc. | I contributed to the positive, safe learning environment created by the teacher. There may have been an incident where I spoke negatively to my tutees about teachers, assignments, etc. | I don’t make an effort to contribute to the learning environment, but don’t do anything to harm it either. I made a few negative comments about teachers, assignments, etc. with or in front of tutees. | I have not done anything to contribute to a safe, positive learning environment. I often speak negatively about teachers, grades, etc. with my tutees |
| **Explain:** | | | |
| **Relationships:**  Peer tutors are expected to support and encourage struggling students, showing respect for all students at all times. | I support and encourage all students in the class, offering constructive advice and reassurance. I show respect to everyone at all times. | I support and encourage students when they are struggling. I will occasionally offer constructive advice. I am respectful at all times. | I occasionally encourage and support others, but usually just stick to offering tutoring support. I am generally respectful of others. | I rarely support and encourage others. I can be disrespectful at times. |
| **Explain:** | | | |
| **Work Ethic:**  Peer tutors are expected to learn the classroom routines, work independently and actively fulfill their roles. They should not expect to complete their own work during their peer tutoring block. | I know the classroom routines and help to maintain them. I work well independently and don’t need reminders to stay on task. I manage my time well and can help several students each class. I never ask to do my own work. | I have learned the classroom routines. I work well independently and rarely need reminders to stay on task. I usually help several students each class. I do not come to class expecting to have time to do my own work. | I sometimes need reminders about the classroom routines and may occasionally need to be asked to stay on task. I usually help a few students each class. I asked for time to complete my own work on occasion. | I often felt unfamiliar with classroom routines. I need many reminders to stay on task, so I was unable to help very many students each class. I often asked to work on my own homework instead of helping students. |
| **Explain:** | | | |

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| **Tutoring Skills:**  Peer tutors are expected to check in with students and offer help without being asked. They should provide effective support to students using the strategies they were taught during their training. | I observe the students in the class and offer help without being asked. I provide effective tutoring support using the strategies I was taught during training. I am willing to learn new skills as required. | I observe the students, but don’t always have the confidence to offer help without being asked. I provide effective tutoring support most of the time, often using the strategies I learned during training. I am willing to learn new skills when asked. | I help students when asked. I provide effective tutoring support most of the time, but rarely use the strategies I learned in training. I am not really interested in learning new skills. | I will only help students who ask. Most tutees find my help ineffective because I almost never draw on the strategies learned in training. I may even have refused to learn a new skill when asked. |
| **Explain:** | | | |
| **Confidentiality:**  Peer tutors are expected to keep the details of their tutoring sessions private and should only discuss a student's learning needs with that individual or with the supervising teacher for educational purposes. | I always keep the details of my tutoring sessions private and only discuss a student's learning needs with that student or with the supervising teacher when it serves an educational purpose. | I only discuss a student's learning needs with that student or with the supervising teacher for an educational purpose, but may have shared a few details about my tutoring sessions with the teacher without an educational purpose. | I may have discussed the details of a tutoring session or a student's learning needs with my supervising teacher without having an educational purpose for sharing the information. | I have shared a student's learning needs or the details of a tutoring session with someone who does not need to know this information for a professional reason. |
| **Explain:** | | | |
| **Academic Integrity:**  Peer tutors are expected to maintain high academic standing and refrain from participating in or encouraging academic dishonesty (e.g. plagiarism). | I maintain high academic standing and have never participated in academic dishonesty in any way. In fact, I actively discourage academic dishonesty in others. | I maintain high academic standing in all but one course. I have never participated in any incidents of academic dishonesty. | I maintain high academic standing in most of my courses. I have never participated in academic dishonesty, but may overlook minor infractions in others (e.g. copying an answer). | I hav not maintained a high level of academic standing. I may have participated in an incident of academic dishonesty. |
| **Explain:** | | | |