Tutoring/Conferencing Assessment Checklist

The goal of this document is to reflect on and document your past and current tutoring/conferencing experiences, as part of your professionalization portfolio. To do so, it’s beneficial to first assess these experiences and progress, which includes three types of assessments: self-assessment, peer assessment, and client/student assessment.

**Self-Assessment**

* Assess your own tutoring/conferencing: gather notes or memos from past and current tutoring/conferencing sessions, observation reports, and possible client report forms or student surveys, which will serve as material for your professional development material. Gather material that best represents your work.
* Think about how your material can be transformed into a set of narratives that you can use to pitch your tutoring/conferences experiences. The following questions can help guide your thinking:
  + What past tutoring/conferencing sessions were successful? Could you recount particular clients or students that influenced the way you tutor/conference?
  + What are challenges you have encountered in tutoring/conferencing, and how did you overcome these challenges?
  + If you could trace your progress from your observation reports or evaluations, what does it look like? How have you improved since you started tutoring/conferencing?
  + What skills were you able to foster as a tutor/instructor?

**Peer Assessment**

* Ask colleagues and admins where you work to informally observe you multiple times throughout the semester (and offer to do the same for them)
* Compile their observation notes for later use as recommendation letters or to include in your tutoring/teaching statement or philosophy and as pitches when you’re in the interviewing stages

**Client/Student Assessment**

* Create a survey that your clients or students can fill out towards the end of your conferencing session or over the course of longer-term work with them
* Among other elements, the survey questions can gather feedback about your tutoring/conferencing efficacy, level of support given to the client or student, and your skills, including soft skills (check[Soft Skills Cheat Sheet for ICaP Instructors and OWL Tutors](https://docs.google.com/document/d/1sYg_RXNhLarnLJZpHSlkb_ql9LgxblbiTlPudrsV4Uo/edit?pli=1#heading=h.3fl0rkzhfeq6))