

# Volunteer Evaluation

TUTOR'S [YOUR] NAME: \_\_\_\_\_

Date: \_\_\_\_\_

Class [circle one]:    upstairs            downstairs

The following information from you will help us with student placement, lesson planning, and curriculum design. Please be as specific as you can with your observations. Thank you.

Speaking Proficiency	
Beg I	Understands only through visuals/gestures.
Beg II	Some comprehension; able to produce basic, abbreviated answers.
Int I	Understands well; able to answer most basic questions.
Int II	Understands well; answers with little effort.
Adv	Answers with no wait-time.

Names of your students [**Upstairs class**, please indicate their English speaking proficiency]:

- 1.
- 2.
- 3.
- 4.

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1. What activities did you do? How far did you get in the lesson?

**WHY:** We need to know if we should give students more time with today's lesson.

**EXAMPLE:** We did all the picture dictionary activities; went through all the examples regarding telling time; did all the activities in the picture series except fill-in-the-blank.

2. Please describe how **each student** reacted to the lesson. Which student seemed to be the most advanced? The least advanced? Please give reasons why you think so.

**WHY:** We have roughly four levels in the class upstairs. We need to know if each student is in the correct small group.

**EXAMPLE:** M seems more advanced than E. She's more articulate and seems to have a larger vocabulary. But part of my impression may be due to the fact that she's more outgoing.

3. What I learned **about** my students in my small group today.

**WHY:** We cannot get to know each student personally or find out what is going on in their lives. We have to get that from you. Your information helps us serve our students in other ways.

**EXAMPLE:** T. gets up at 2: a.m., seven days a week, to deliver the Journal Sentinel. She's 35 and has 4 children between the ages of 10 and 19.

D. was a Spanish teacher in Mexico for three years. This is pertinent to her learning, I believe. She understands Spanish grammar; thus, she is able to explain things to T.

4. What I learned **from** the students in my small group today:

**WHY:** In our program, everyone has the capacity to be a teacher, and everyone is a learner. Your answer can help us shape lessons so that our students can better enlarge your world by sharing something of their lives.

**EXAMPLE:** Apparently, he has functioned well enough to purchase a used car for a good price, even without having very advanced English. I don't know anything about buying a used car. I should take him with me when I do!

I learned how easy it is to have a good time even if we don't understand each other that well.

They're learning English like I'm learning Spanish, so it's okay if I don't get things just like she doesn't – and I need to practice.

5. What I learned about myself today:

**WHY:** There are two beneficiaries in our program – our students and our tutors. How have *you* personally grown through your tutoring experience this evening? Your answer will also help us in placement decisions. We cannot always give you the students or number of students you wish, but we will try, if we know what best suits you.

**EXAMPLES:** I need to be more persistent about my dreams, like they are!

How much I enjoy teaching eager students. And that I find it easier when I have two students than when I have only one.

This was fun, and I can do this! It was easy to show patience and concern for my students.

What I learned in last weekend's volunteer training seminar helped me to better teach today's lesson.

I love the intensity they show in their faces as they listen to the new material. Then when something clicks with them, they relax and start having fun with it.

What I learned about myself is that it is possible to strike up a conversation with absolutely anyone. There is no need to be shy.

6. What I had difficulty with, but managed to figure out on my own.

**WHY:** Being a tutor is challenging. Your answer to this question helps us know how you are acquiring new skills. We can use this information when writing lesson plans and tutors' instructions.

**EXAMPLE:** Learning to tell how well she understood and when to move on. After a while, we figures out how to read each other.

7. What I had difficulty with, and for which I would like assistance:

**WHY:** Sometimes you don't have time to tell us what was difficult for you. Your answer will help us to be more clear in our instructions or to be sure to come by and coach you the next time you tutor. Lori tries to respond to the comments in this section through email. If you don't hear from her and you need an answer, please call her!

**EXAMPLE:** When I'm teaching grammar points, do I speak in English or Spanish?