**Use the following framework to observe another tutor’s skills in action. After your assessment, type goals for changes in your own communication strategies.**

**Listening –**Tutor tried to be an attentive listener by practicing the following techniques:

Rarely Sometimes Frequently

1. Tutor used the following non-verbal signals to indicate active interest in what the student said:
2. Regular eye contact
3. Smiling, nodding, and other expressions or gestures that signal my concentration and receptiveness.
4. Concerned body exposure, free of distractions.
5. Tutor avoided interrupting, even for the purposes of clarification, until a student had completed his/her message.
6. In order to indicate trust in the tutee’s abilities to make thoughtful judgments, tutor allowed a period of calm silence (wait time) after a student has apparently finished talking. In this way tutor avoided cutting off a tutee’s statements, and provide enough time for reflection and self-criticism.
7. Tutor gave full attention to what the student was saying by:
8. Taking notice of how the student is delivering his/her message, including non-verbal cues.
9. While the student is talking, tutor seemed to think chiefly about what client was saying, not reveling in his/her own thoughts on the topic of planning his/her next brilliant statement.
10. Tutor framed my response in the context of the student’s experience, not his/her own.
11. Tutor encouraged student to answer his/her own questions, or at least try to answer them.
12. To check his/her understanding of what the student said, tutor briefly paraphrased the tutee’s idea(s) in my own words.

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

7. Using the following techniques, tutor asked questions in a manner that stimulated thinking and revealed a student’s strengths and weaknesses:

a.) Tutor avoided verbosity and made questions brief, but specific.

b.) Tutor didn’t overwhelm student with too many questions.

c.) On the average, tutor waited more than five seconds between asking a question and saying something him/herself.

d.) Tutor avoided answering his/her own questions.

e.) Tutor balanced his/her questions between the open/closed type, and between the Socratic/discovery type.

f.) The intention of the tutor’s questions seemed to be to enlighten, not to intimidate.

**Explaining**– Tutor tried to give clear explanations by practicing the following techniques:

1. Since tutor didn’t want to do all the talking (or the work!), he/she gave short explanations with appropriate examples or demonstrations, then he/she asked the student to perform a task which would help tutor me measure his/her grasp of the concept of skill.
2. In addition to giving his/her own examples, tutor also asked students to provide examples after they understood the explanation.
3. Tutor was cautious about giving prescriptive advice based on his/her own experience because one student’s background may be considerably different from another’s.
4. Tutor observed client’s learning habits and structured his/her teaching approach to client’s needs.
5. Whenever possible I model a useful behavior rather than give a long explanation.

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

**1 2 3**

**Type your observations and goals here:**