

# Teaching Assistant Evaluation and Improvement Handbook

*"Well-constructed course evaluations can help improve  
teaching and learning experiences in the classroom."*

*"I remain hopeful that meaningful student evaluations ... can continue  
to occur in an environment of trust, accountability, and good will."*

Katharine Lyall, President  
University of Wisconsin System  
Spring, 1994

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Prepared Fall 1994  
Updated Fall 1995  
Updated Spring 1997

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*The goal of the evaluation process is to assist College of Engineering Teaching Assistants in becoming better teachers in order to improve undergraduate education at the University of Wisconsin - Madison.*

This Handbook focuses on the use of **feedback and evaluation forms** to develop information about your teaching skills and style. It also provides a **Resource Guide** that should assist in your development and continuous improvement as a teacher.

## Table of Contents

Introduction.....	5
Evaluation and Improvement Process Overview .....	6
Comments on the use of this Handbook.....	8
Advice for effective use of evaluations .....	9
Fast Feedback Forms.....	11
Mid-Semester Evaluations .....	21
End-of-Semester Evaluations .....	31
Appendix I: Resource Guide.....	35
Appendix II. Additional Questions and Comments .....	44



## Introduction

This Handbook creates a framework to help you to continuously improve your teaching skills and style. The framework revolves around two components: a feedback system based upon evaluation forms, and a resource guide to help you improve. The forms in this Handbook are unique in that they have been designed for TAs by TAs. They are presented in three components: **early fast-feedback, mid-semester evaluations, and end-of-semester evaluations**. Since all TAs do not perform the same function, the forms and questions have been designed to address three main TA categories: lecture, discussion, and lab. The forms are designed to help you discover areas where you excel and areas where you could use some improvement.

Just as important as student feedback is how you use this information to improve. The **Resource Guide** suggests specific resources available to aid in your improvement. The Guide also steers you to appropriate workshops held at the beginning of each semester as part of the College of Engineering Teaching Improvement Program.

*Please recognize that evaluation and feedback forms are only part of an overall continuous teaching improvement process.* Other methods for obtaining useful feedback to improve your teaching include, but are not limited to: soliciting verbal feedback from your students, having your lecture videotaped, or arranging peer or supervisor class observation. These and other methods are briefly summarized in the Handbook, but the focus will be on the evaluation forms and resources to help you improve.

\* \* \*

For those of you familiar with the Plan, Do, Check, Act cycle and other quality improvement principles, you will notice the framework described above reflects this same cycle:

**PLAN:** As a teaching assistant, you prepare classroom instruction.

**DO:** You teach the class or lead the discussion or lab.

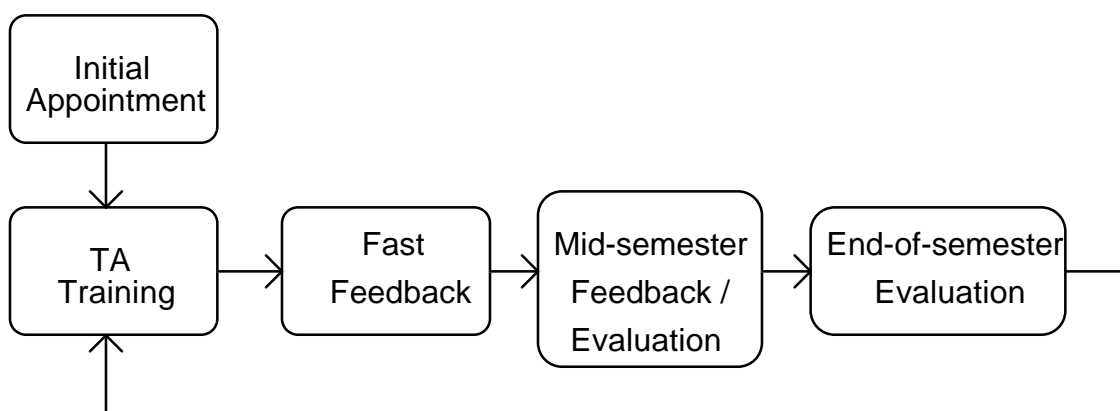
**CHECK:** You evaluate your own performance. The evaluation process outlined in this Handbook can be used to accomplish this step. During the "Check" phase, you'll discover things you do effectively, as well as opportunities for improvement.

**ACT:** To complete the cycle, you need to determine how to use the feedback and what steps you need to take to improve the teaching and learning associated with your class. The Resource Guide suggests books, articles, videotapes of past workshops, and future workshops.

At this point the process starts over. The concept is *continuous* improvement. As TA Fellows, we encourage you and all faculty to adopt a continuous improvement philosophy toward teaching. Note that once you have asked the students: "How can I improve?" they will expect you to improve, just as you expect them to learn.

In the spirit of continuous improvement and the environment of trust, accountability, and goodwill, the College of Engineering TA Fellows believe the following framework of feedback forms and corresponding resources will help TAs continuously improve undergraduate education in the College.

## Evaluation and Improvement Process Overview



The schematic above outlines the various aspects of an evaluation process. After your initial appointment and training for new TAs, the process begins and is divided into three evaluation steps; fast feedback, mid-semester evaluations, and end of semester evaluation. Improvement can enter the process at any point. Note that the loop is closed, as teaching improvement is a continuous process.

## Evaluation and Improvement Process Overview

### Fast Feedback

Several types of fast feedback exist, ranging from informal conversation with students to the use of fast feedback forms. Some forms are designed to be used on the first day of class, others are designed to be used after a few weeks of class, or at various times throughout the semester. The use of fast feedback forms is quite flexible. With fast feedback, you can familiarize yourself with your class and their expectations, and you can identify and correct simple problems in areas such as style, presentation, or facilities.

*Fast Feedback examples begin on page 11.*

### Mid-Semester Evaluations

Mid-semester is an ideal time to obtain feedback from your class to help you improve. At this point in the semester, students in your class or lab have been exposed to homework, exams, labs, projects, and your grading, and may have useful feedback on your teaching in these contexts. The objective is to attempt a mid-semester correction that leads to high final quality performance indicated by the end-of-semester evaluations.

**Classroom observation and TA evaluation by course supervisors is now required by the College of Engineering for all new TAs (first and second semester) by the seventh week.** A sample mid-semester evaluation form is provided in this Handbook that you can provide to your course supervisor for this purpose. Even if you are not a new TA or if your department does not require it, you may wish to implement this step. Since all TAs are required by COE to be evaluated by their supervisor at the end of the semester, it is important that all TA's be observed in a teaching situation at some point during the semester in order for the supervisor to assess teaching performance appropriately.

*Mid-semester evaluation examples begin on page 21.*

### End-of-Semester Evaluations

The end-of-the semester evaluation is generally not as flexible as the previous two steps. Most departments require the use of a particular, standardized end-of-semester student evaluation form.

The purpose of this evaluation is two-fold: (1) to obtain an overview of your strengths and weaknesses throughout the semester so you may improve next semester, and (2) to provide a formal performance assessment so your department can both ensure high teaching standards, and in some cases, determine whether to reappoint you.

A standardization of the forms is necessary for fair TA assessment. The TA Fellows have spent considerable time developing an end-of-semester form specifically for TAs that combines the best aspects of the existing forms. *Teaching* evaluations have been separated from *course* evaluations, and distinction is made between laboratory and lecture/discussion environments. The Academic Planning Council will review the TA Fellows' recommended forms in the Fall of 1994.

*End-of-semester evaluation examples begin on page 31.*

## Comments on the use of this Handbook

- There isn't one "right" set of evaluation forms for everyone

The forms presented in this Handbook should be used as a guide. They were selected or developed by the TA Fellows as good examples.

- The *fast feedback* and *mid-semester* forms are used for TA improvement

The fast feedback and mid-semester forms are designed solely for use by TAs for self-improvement. The forms in this Handbook can be copied and used directly, or they can be used as a guide in the design of your own verbal or written questionnaires.

- The *end-of-semester evaluations* are for both TA improvement and performance assessment

All departments in the College of Engineering require the use of a standardized end-of-semester student evaluation form. The recommended questionnaires presented in this Handbook were carefully developed by the TA Fellows as an improvement on the end-of-semester forms currently being used in the College. Depending on your department, these end-of-semester forms may be quantitatively analyzed. The questions have been designed or selected to highlight TA strengths and areas where improvement is needed. Check with your department as to what form to use.

- The *Resource Guide* is a valuable tool for teaching improvement

Understanding your strengths as a TA and where you need improvement is only part of the overall evaluation and improvement process. You must *ACT* on this information in order to become a better teacher. In some cases, avenues for improvement may be obvious, for example, writing more clearly on the board. In other cases, you may be unsure of how to act on information in your evaluations. The Resource Guide included in this Handbook provides a beginning list of references, videotapes, and workshops aimed at teaching improvement.

- Teaching improvement is a continuous process

Most TAs receive minimal formal teaching training prior to their first assignment. As a result, you must be self-motivated in order to improve your skills and to become a better teacher. This Handbook is designed to facilitate this process. Since your teaching style will probably undergo significant changes during your first few semesters of teaching, formal feedback and evaluation can be an extremely useful tool.

- Respect for students is an underlying principle

Respect for individual students is central to the beliefs and values on which the teaching improvement framework rests.

## Advice for effective use of evaluations

- Give the evaluation forms out at the beginning of class

Giving the forms at the end of the lecture is an invitation for the students to rush through the form so they can leave sooner. Reserving time at the beginning of a class for evaluations shows that you are serious about receiving feedback and can lead to increased participation.

- Clearly state the purpose of the form

Honestly explaining exactly what the evaluation form will be used for and who sees it can lead students to provide the most useful information. For example, it might be useful to explain when a form will be seen only by the TA versus when the form will be analyzed by faculty or the department administration.

- Read the instructions aloud to your class

Quality of the feedback is ensured only if students fully understand the form. For example, you should clearly explain the "grading" scale on any form that has one. A score of "1" may mean "excellent" on one type of form while it may mean "needs much improvement" on another. While the forms in this Handbook should be consistent in this respect, you must remember that students fill out forms for different departments and colleges all over campus.

- Review important comments from previous forms with the class

If a noteworthy point or issue is raised on a particular in-semester form, it may be helpful to specifically raise the issue during a subsequent class. This will show the students that you read the forms and that you are prepared to act on the information in them, or at least comment on the particular issue.

- Develop alternative questions and comments

You are strongly encouraged to develop your own evaluation forms to suit your needs and teaching style. Appendix II to this Handbook contains a list of alternative questions and comments that you might find useful in developing your own types of feedback or evaluation.



## Fast Feedback Forms

Fast feedback is intended to provide some objective information about your class and to identify areas for improvement in a quick and efficient manner. Fast feedback should only take a few minutes of class time.

Two types of forms are presented in this section:

### Fast Early Feedback

The purpose of fast early feedback is to develop some objective, structural information about the class (such as schedules) and to determine student expectations for the class and TA. Note that this should coincide with a statement of your expectations for the class, which can be presented in a well-designed syllabus.

Forms for Discussion/Lecture TAs and Lab TAs are presented here. These forms are generally handed out on the first day of class and are relatively self-explanatory.

### Fast Feedback

The fast feedback forms are generally used some time after the first homework is returned, although some TAs and faculty choose to use these "quick answer" forms throughout the semester. With this form, you find out how well the students understand the format, structure and grading requirements for the course. In addition, the feedback gives you an early indication of topics such as the clarity of your speaking and handwriting.

Two fast feedback options are presented here. The different forms reflect different possible teaching philosophies you may have. Option A is designed to be filled out very quickly, so it does not formally ask for written comments. If students want to write comments you could have them return them to your mailbox at their convenience. Option B takes a different approach by asking only for written comments by students.

You should decide which one is more suitable to your style of teaching, or use these as a guide to design your own forms or verbal questionnaires.



**Fast Early Feedback  
Student Information Sheet  
Discussion/Lecture**

Course/Section \_\_\_\_\_ TA \_\_\_\_\_ Date \_\_\_\_\_

Name: \_\_\_\_\_

Major/Classification: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Best time to reach you by phone: \_\_\_\_\_

Schedule (please indicate schedule by blocking out occupied time slots):

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45					
8:50					
9:55					
11:00					
12:05					
1:20					
2:25					
3:30					
4:35					
5:40					
6:45					
7:50					

List the prerequisites you have had relevant to this course.

List the courses you are taking concurrently with this course.

Describe your personal expectations with regard to this course.

What do you expect of your TA in this course?



**Fast-Early-Feedback  
Student Information Sheet  
Laboratory**

Course/Section \_\_\_\_\_ TA \_\_\_\_\_ Date \_\_\_\_\_

Name: \_\_\_\_\_

Major/Classification: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Best time to reach you by phone: \_\_\_\_\_

Schedule (please indicate schedule by blocking out occupied time slots):

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45					
8:50					
9:55					
11:00					
12:05					
1:20					
2:25					
3:30					
4:35					
5:40					
6:45					
7:50					

List the prerequisites you have had relevant to this lab.

List the courses you are taking concurrently with this lab.

Describe your personal expectations with regard to this lab.

What do you expect of your TA in this lab?

Have you had a course in First-Aid procedures? Yes No CPR? Yes No

Are you experienced with any laboratory equipment potentially relevant to this lab?



**Fast Feedback (Option A)**  
**Discussion/Lecture/Laboratory**

Course/Section \_\_\_\_\_ TA \_\_\_\_\_ Date \_\_\_\_\_

This form is read only by your TA.

Do I speak audibly and clearly? (Yes) (No)  
 5-----4-----3-----2-----1

Can you read my writing? (Yes) (No)  
 5-----4-----3-----2-----1

Are the course syllabus and reading assignments clear? (Yes) (No)  
 5-----4-----3-----2-----1

Did you understand all the instructions and class procedures that I announced? (Yes) (No)  
 5-----4-----3-----2-----1

Do you find my teaching-style suitable for this class? (Yes) (No)  
 5-----4-----3-----2-----1

Do I encourage questions, involvement and debate? (Yes) (No)  
 5-----4-----3-----2-----1

Do I answer questions effectively? (Yes) (No)  
 5-----4-----3-----2-----1

Do you have any scheduling conflict with the office hours? (Yes) (No)  
 5-----4-----3-----2-----1

Is the pace of the course about right? (Yes) (No)  
 5-----4-----3-----2-----1



**Fast Feedback (Option B)**  
**Discussion/Lecture/Laboratory**

Course/Section\_\_\_\_\_ TA\_\_\_\_\_ Date\_\_\_\_\_

This form is only read by your TA. Specific comments are especially appreciated.

1. Can you hear me clearly?  
If no, what are the problems? (volume level, accent, habit of chopping trailing words, etc.)
  
2. Can you read my writing?  
If no, what are the problems? (size of writing, style of writing, etc.)
  
3. Do I have any annoying habits?  
If yes, what are they?
  
4. Do I answer questions satisfactorily?  
If no, could you cite instances of this?
  
5. Do you have any scheduling conflict with the office hours?  
If yes, with which one?
  
6. What do you like most about the (discussion or lab) session?
  
7. If you were a TA, what would you change in the current (discussion or lab) format?
  
8. What do you like most about the TA?
  
9. What would you like the TA to improve or change?

Any other comments or suggestions?



## Mid-Semester Evaluations

### Mid-semester evaluation forms

Mid-semester evaluation can be accomplished in several different fashions. You can have a peer or supervisor observe your class, or you can have a class video-taped. Alternatively, you can solicit written or oral feedback from the class. College of Engineering policy indicates that supervisors must observe new TAs (first and second semester) sometime before the seventh week (check with your department TA coordinator for the exact details.)

Mid-semester evaluation forms are provided for the three categories of TA:

- Laboratory
- Lecturer
- Discussion Leader

Each form is comprised of two parts (front and back side of a single sheet):

- Teaching evaluation
- Course or Lab evaluation

This latter distinction is important in that students should distinguish between comments on your teaching ability versus comments on the course as a whole. As a TA, you may not be able to solve course problems, although in some cases you can improve the situation for students. For example, if the students feel the text is not very helpful, class notes and alternative texts could be placed on reserve in the library.

The forms contain questions pertaining to the student's involvement and participation (for example, the percentage of discussion sections they attended during the semester). This information may help you decide how to weigh their suggestions, and may focus more detailed questions on why attendance/participation was high or low. You might also consider using fast feedback to gain further knowledge about a specific point.

### Acting on the results

Once the forms are returned, analyze the results, report back to the class with the positive findings, and *act on areas where you need improvement*. There are several avenues for improvement:

- Use the Resource Guide in this Handbook to identify relevant information or teaching tools
- Discuss results with a friend or peer, particularly if they are an experienced TA
- Discuss the results with your supervisor or a faculty member you associate with excellent teaching

### Evaluation by faculty member (mid-semester or seventh week observation)

A form to be used by a faculty member or peer to evaluate your teaching style has also been included in this section. Most of the questions can be answered by observing you in the classroom for 10-15 minutes. The evaluation should be discussed right after class, while the details are still fresh. Find out what they liked, and ask for tips and pointers for areas they think need improvement.

Some departments use a similar version of this form for the end of semester evaluation by faculty members.



### Mid-Semester TA Evaluation - Laboratory

Course/Section \_\_\_\_\_ Instructor \_\_\_\_\_ Date \_\_\_\_\_

Please evaluate your TA. This form is read by only your TA. Specific comments are especially appreciated.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. The material covered is presented in an organized way:	SA	A	D	SD	NA
2. The TA makes the material interesting:	SA	A	D	SD	NA
3. The TA stimulates my thinking:	SA	A	D	SD	NA
4. The TA is knowledgeable about the material:	SA	A	D	SD	NA
5. The TA is willing to help me:	SA	A	D	SD	NA
6. The TA encourages me to learn:	SA	A	D	SD	NA
7. I am learning from this TA:	SA	A	D	SD	NA
8. The TA adequately answers my questions:	SA	A	D	SD	NA
9. The TA adequately aids me when experimental difficulties are encountered:	SA	A	D	SD	NA
10. The demonstrations are helpful:	SA	A	D	SD	NA
11. The grading explains where my logic and understanding are incorrect:	SA	A	D	SD	NA
12. The TA praises outstanding and/or original thinking:	SA	A	D	SD	NA

13. The TA gets the class involved:                      way too little                      about right                      way too much

14. Do the presentations have any of the following problems? (circle all that apply):

none      writing too small      writing too light      writing too low      erased material too soon  
                  obstructed                      too messy                      undefined symbols                      other (please specify):

15. Does the TA's speech have any of the following problems? (circle all that apply):

none      too soft      too loud      too fast      too slow      poor grammar      filler words ("um," "ah")  
                  sexist                      racist                      complex                      slurred                      monotones                      other (please specified):

16. Is there anything about the class or TA that can be improved? Any suggestion on how to do it?

17. What are the TA's strengths?

Any other comments?

### Mid-Semester Course Evaluation - Laboratory

Course/ Section \_\_\_\_\_ TA \_\_\_\_\_ Date \_\_\_\_\_

Please evaluate this lab. This form is read by only your TA, but the results may be shared with the course supervisor. Specific comments are especially appreciated.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
The amount of material covered in this lab is too much.	SA	A	D	SD	NA
The grading is fair, impartial and well defined.	SA	A	D	SD	NA
Written comments on returned assignments are helpful.	SA	A	D	SD	NA
The pace of the class is:	too slow		about right		too fast

The lab notes/instructions are (circle all that apply): NA

Excellent	Easy to understand	Complex	Boring	Vague
Misleading	Incorrect	Verbose	Out-dated	Other:

If a textbook is used, it is (circle all that apply): NA

Excellent	Easy to understand	Complex	Boring	Other:
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The pre-lab lecture (if one exists for this lab) (circle all that apply): NA

Is adequate for lab	Covers too much	Covers too little	Is not needed	Properly introduces theory
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The pre-lab assignments (if they existed) are (circle all that apply): NA

Dull	Interesting	Helpful	Seldom Instructive
Too difficult	Too easy	Too much work	Other:

The laboratory assignments are (circle all that apply):

Time:	Sometimes too short	About right	Occasionally too long	Too long
Difficulty:	Sometimes too easy	About right	Sometimes too hard	Too hard
Interesting:	Dull	Occasionally	Often	Usually
Instructive:	Seldom	Occasionally	Often	Usually

How many hours per week do you spend working on this lab? \_\_\_\_\_

What grade are you expecting in this lab? \_\_\_\_\_

Any other comments?

### Mid-Semester TA Evaluation - Lecturer

Course/ Section \_\_\_\_\_ TA \_\_\_\_\_ Date \_\_\_\_\_

Please evaluate your TA. This form is read by only your TA. Specific comments are especially appreciated.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. The material covered is presented in an organized way:	SA	A	D	SD	NA
2. The TA makes the material interesting:	SA	A	D	SD	NA
3. The TA stimulates my thinking:	SA	A	D	SD	NA
4. The TA is knowledgeable about the material:	SA	A	D	SD	NA
5. The TA is willing to help me:	SA	A	D	SD	NA
6. The TA encourages me to learn:	SA	A	D	SD	NA
7. I am learning from this TA:	SA	A	D	SD	NA
8. The TA adequately answers my questions:	SA	A	D	SD	NA
9. The TA gets the class involved:	way too little		about right	way too much	
10. Do the presentations have any of the following problems? (circle all that apply):					
	none	writing too small	writing too light	writing too low	erased material too soon
		obstructed	too messy	undefined symbols	other (please specify):
11. Does the TA's speech have any of the following problems? (circle all that apply):					
	none	too soft	too loud	too fast	too slow
	sexist	racist	complex	slurred	monotones
				poor grammar	poor English
					filler words ("um," "ah")
					other (please specified):
12. Is there anything about the class or TA that can be improved? Any suggestion on how to do it?					
13. What are the TA's strengths?					

Any other comments?

## Mid-Semester *Course* Evaluation

Course/ Section \_\_\_\_\_ TA \_\_\_\_\_ Date \_\_\_\_\_

Please evaluate this course. This form is read only by your TA, but the information may be shared with the course supervisor. Specific comments are especially appreciated.

Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Applicable	Not Applicable
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### Course Assessment:

The amount of material covered is too much.	SA	A	D	SD	NA
The grading is fair, impartial and well defined.	SA	A	D	SD	NA
Written comments on returned assignments are helpful.	SA	A	D	SD	NA
The pace of the class is:	too slow		about right		too fast

The textbook is (circle all that apply): NA

Excellent	Easy to understand	Complex	Boring	Vague	
Helpful	Incorrect	Verbose	Out-dated	Other:	

If class notes are used, are they (circle all that apply): NA

Excellent	Easy to understand	Complex	Boring	Vague	Other:
Helpful	Unhelpful	Incorrect	Verbose	Out-dated	

The assignments are:

Difficulty:	Occasionally too easy	About right	Occasionally too hard	Too hard
Frequency:	Too infrequent	About right	Occasionally too often	Too often
Amount:	Too little	Adequate	Enough	Too much
Interesting:	Seldom	Occasionally	Usually	Very
Instructive:	Seldom	Occasionally	Usually	Very

Which assignments have been most relevant to the course?

What percentage of the classes have you attended this semester? \_\_\_\_\_

How many hours per week do you spend working on this course? \_\_\_\_\_

What grade are you expecting in this course? \_\_\_\_\_

Any other comments?

### Mid-Semester TA Evaluation - Discussion Leader

Course/ Section \_\_\_\_\_ TA \_\_\_\_\_ Date \_\_\_\_\_

Please evaluate your TA. This form is read only by your TA. Specific comments are especially appreciated.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. The material covered is presented in an organized way:	SA	A	D	SD	NA
2. The TA makes the material interesting:	SA	A	D	SD	NA
3. The TA stimulates my thinking:	SA	A	D	SD	NA
4. The TA is knowledgeable about the material:	SA	A	D	SD	NA
5. The TA is willing to help me:	SA	A	D	SD	NA
6. The TA encourages me to learn:	SA	A	D	SD	NA
7. I am learning from this TA:	SA	A	D	SD	NA
8. The TA adequately answers my questions:	SA	A	D	SD	NA
9. The TA reinforces the ideas presented in the lecture.	SA	A	D	SD	NA
10. The TA clarifies difficult concepts presented in the lecture.	SA	A	D	SD	NA
11. The TA appears to be well informed about the lecture material.	SA	A	D	SD	NA

12. The TA gets the class involved:                      way too little                      about right                      way too much

13. Does the TA's speech have any of the following problems? (circle all that apply):

none      writing too small      writing too light      writing too low      erased material too soon  
                  obstructed                      too messy                      undefined symbols                      other (please specify):

14. Does the TA's speech have any of the following problems? (circle all that apply):

none      too soft      too loud      too fast      too slow      poor grammar      filler words ("um," "ah")  
 sexist      racist      complex      slurred      monotones      poor English      other (please specified):

15. What percentage of discussion sections have you attended thus far? \_\_\_\_\_

16. Is there anything about the class or TA that can be improved? Any suggestion on how to do it?

17. What are the TA's strengths?

Any other comments?

### Mid-Semester Course Evaluation

Course/ Section \_\_\_\_\_ TA \_\_\_\_\_ Date \_\_\_\_\_

Please evaluate this course. This form is read by only your TA, but the information may be shared with the course supervisor. Specific comments are especially appreciated.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Amount of material covered in this course is too much.	SA	A	D	SD	NA
The grading is fair, impartial and well-defined.	SA	A	D	SD	NA
Comments on returned assignments are helpful.	SA	A	D	SD	NA
The pace of the class is:		too slow	about right		too fast

The textbook is (circle all that apply): NA

Excellent	Easy to understand	Complex	Boring	Vague
Helpful	Incorrect	Verbose	Out-dated	Other:

If class notes are used, are they (circle all that apply): NA

Excellent	Easy to understand	Complex	Boring	Vague	Other:
Helpful	Unhelpful	Incorrect	Verbose	Out-dated	

The assignments are:

Difficulty:	Sometimes too easy	About right	Sometimes too hard	Too hard
Frequency:	Too infrequent	About right	Occasionally too often	Too often
Amount:	Too little	Adequate	Enough	Too much
Interesting:	Never interesting	Occasionally	Usually	Very
Instructive:	Seldom	Occasionally	Usually	Very

Which assignments have been most relevant to the course?

What percent of the discussion sections have you attended this semester? \_\_\_\_\_

What percent of the classes have you attended this semester? \_\_\_\_\_

How many hours per week do you spend working on this course? \_\_\_\_\_

What grade are you expecting in this course? \_\_\_\_\_

Any other comments?

## TA Evaluation by Faculty Member

Faculty Name: \_\_\_\_\_ TA's Name: \_\_\_\_\_

Course and Section # \_\_\_\_\_ Date: \_\_\_\_\_

The purpose of this evaluation is to identify for the TA those areas which the TA does well, as well as the areas that need improvement. It is not meant to be used in a merit-based review. An open discussion between the faculty member and the TA should occur as soon as possible after the evaluation takes place. Under each heading use the following scale and provide detailed comments for later discussion.

Does Well (DW), Satisfactory (S), Needs Improvement (NI), Not Applicable or Not Observed (NA)

### **Professionalism**

---

- \_\_\_\_\_ Starts promptly and is prepared
- \_\_\_\_\_ Concerned about students' learning

General Comments:

### **Teaching Skills**

---

- \_\_\_\_\_ Speaks clearly
- \_\_\_\_\_ Writes clearly
- \_\_\_\_\_ Clear introduction (gained attention, interest)
- \_\_\_\_\_ Illustrates points (explained clearly)
- \_\_\_\_\_ Transitions and summaries clear
- \_\_\_\_\_ Creates student interest and involvement
- \_\_\_\_\_ Answers student questions professionally and concisely

General Comments:

### **Attitude**

---

- \_\_\_\_\_ Is enthusiastic
- \_\_\_\_\_ Is willing to help students

General Comments:

## TA Evaluation by Faculty Member (continued)

### **Aptitude**

---

- Understands background material  
 Explains complicated material clearly

General Comments:

### **TA's Strengths**

---

### **Areas in need of improvement**

---

## End-of-Semester Evaluations

The end of the semester evaluation is intended to be a tool for both the department and the TA to monitor and facilitate teaching improvement. Individual departments within the College of Engineering designate the format for the end-of-semester evaluations, and generally require their use in TA evaluations. In an effort to improve the various forms used across the College, the TA Fellows have recently developed a new set of forms *designed specifically for TAs*. These forms have been approved by the COE Academic Planning Council and are used by all departments within the COE. A copy of these new forms is included in this section. Department TA coordinators usually insure that TAs receive forms and instructions before their last class meeting. However, if your course is ending early or if you have not received the forms, contact your department TA coordinator before your last class meeting.

The TA Fellows recognize the value of the traditional end-of-semester evaluation form that several departments have used for over twenty years. Several questions on the new forms are identical to the old College forms, including the question on the overall TA ranking. Note that the TA Fellows strongly discourage the use of a single question to determine merit or reappointment.

The forms are broken into two main areas, *TA teaching evaluation* and *course evaluation*. The rationale for this is that the two areas are distinct but are interrelated. While many course content issues are often beyond the control of the TA, the nature and organization of a course often impacts students' perception of a TA's teaching and thus should be accounted for. The course evaluation also gives useful feedback on course structure and areas for potential improvement.

The teaching evaluation portion of the form consists of five categories: professionalism, teaching skills, attitude, aptitude, and the overall evaluation. The evaluation form is a means of self-evaluation and a guide for future teaching improvement. This is why a few open-ended questions are included on the backside of the form. Open-ended questions are often more useful to the TA in obtaining feedback on his or her teaching. These types of questions present students with an opportunity to express and expand on what they see as a TA's strengths or weaknesses.

### Acting on the results

Again, it is important that you use the information developed in these forms in order to improve. As stated earlier, there are several avenues for improvement that can be pursued prior to your next TA assignment:

- Use the Resource Guide in this Handbook to identify relevant information or teaching tools
- Attend relevant COE Teaching Improvement Workshops at the beginning of the next semester
- Discuss results with a friend or peer, particularly if they are an experienced TA
- Discuss the results with your supervisor or a faculty member you associate with excellent teaching

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## Appendix I: Resource Guide

Listed below is a collection of resources that you might find useful. After the listing is a table that identifies the resources according to the categories in the recommended end-of-semester evaluation form: professionalism, teaching skills, attitude, and aptitude.

### Reference Locations:

As a short-hand, we use the following abbreviations for the locations:

EPM Edward P. Mikol Collection, 2nd Floor, Kurt F. Wendt Library

KFW Kurt F. Wendt Library

MEM Memorial Library

TMT Teaching Methods and Techniques Library, Electrical & Computer Engineering, 2420 Engineering Building

### Books Especially for TAs (B)

- [B1] Allen, R. R. & Reuter, T., *Teaching Assistant Strategies: An Introduction to College Teaching*, Kendall/Hunt, 1990. (EPM)
- [B2] Nyquist, Jody D., Abbot, Robert D., Wulff, Donald H., and Sprague, Jo, eds., *Preparing the Professoriate of Tomorrow to Teach*, Dubuque, IA: Kendall/Hunt Publishing, 1991. (TMT)
- [B3] Smith, Rosslyn M., et. al., *Crossing Pedagogical Oceans: International Teaching Assistants in U.S. Undergraduate Education*, ASHE-ERIC Higher Education Report No. 4, Washington, DC: The George Washington University, 1992. (TMT)
- [B4] Compendium on Engineering Laboratory Instruction, 1982, American Society for Engineering Education. (EPM)
- [B5] ASHE-ERIC Higher Education Reports 1993-1994 Catalog (TMT)

### Manuals and Handbooks Especially for TAs (M)

- [M1] Cornell University, *Teaching Assistant Development Workshop Series*, Office of Instructional Support, 1991. (TMT)
- [M2] Harvard University, *Teaching Fellows Handbook*, The Graduate School of Arts and Sciences, Danforth Center for Teaching and Learning, 1990. (EPM)
- [M3] Massachusetts Institute of Technology, *The Torch or the Fire Hose? A Guide to Section Teaching*, 1981. (EPM)
- [M4] Felder, R. M., *15 minutes to Good Teaching*, Department of Chemical Engineering, North Carolina State University, 1989. (EPM)
- [M5] Marivkovich, M., and Rusk, L., *Excellence in Teaching Electrical Engineering: A Handbook for Faculty and Teaching Assistants*, Stanford University, 1987. (EPM)

- [M6] Marivkovich, M., ed., *Teaching at Stanford: An Introductory Handbook for Faculty, Academic Staff/Teaching, and Teaching Assistants*, Stanford University, 1989. (EPM)
- [M7] Roth, R., and Ferris, C., *Mentor: A Handbook for New Teaching Assistants*, Center for Instructional Development and Research, University of Washington, 1987. (EPM)
- [M8] State University of New York – Binghamton, *Handbook for Teaching Assistants*, 1990. (TMT)
- [M9] University of Pittsburgh, *Teaching at Pitt: A Handbook for Teaching Assistants*, Office of Faculty Development. (TMT)
- [M10] University of Wisconsin – Madison, College of Agriculture and Life Sciences, *Instructional Improvement Handbook*, 1982. (EPM)
- [M11] University of Wisconsin – Madison, College of Letters and Science, *Manual for Teaching Assistants*, 1987. (EPM)
- [M12] University of Wisconsin – Madison, Department of Mathematics, *Helpful Hints to Good Teaching*, 1983. (EPM)

### **Videotaped Workshops for TAs and Faculty (V)**

- [V1] *Cooperative Learning: Awareness* with Karl Smith, Fall 1990, AV1000-A. (KFW)
- [V2] *Successful Presentations* with Donna Lewis, Sandra Courter, and David Okamoto, Fall 1990, AV1000-B. (KFW)
- [V3] *Engineering Labs* with Richard Reines and TA Panelists, Fall 1990, AV1000-C. (KFW)
- [V4] *The TA/Student Relationship* with Richard Burnson and Linda Schilling, Fall 1990, AV1000-E. (KFW)
- [V5] *Designing and Grading Quizzes and Exams* with Barrett Caldwell and Allan Cohen, Spring 1991, AV1000-F. (KFW)
- [V6] *The Landscape is Changing* with Mary Rouse and *Total Quality* with Mary Cotter and Ian Hau, Spring 1991, AV1000-G. (KFW)
- [V7] *Getting Off on the Right Foot* with Rick Burnson, Spring 1991, AV1000-H. (KFW)
- [V8] *Engineering Labs* with Richard Reines, et al., Fall 1991, AV1000-I. (KFW)
- [V9] *Good Teachers Teach People: Discussion Skills That Work* with Richard Felder, Fall 1991, AV1000-J. (KFW)
- [V10] *Generating Students Interest: A How-to Workshop* with Bahaa Saleh, Spring 1992, AV1000-K. (KFW)
- [V11] *Transition: From TA to Profession* with Chuch Dunning, Kalluru Venkateshwar, and David Okamoto, Fall 1992, AV1000-L. (KFW)
- [V12] *Transition: From Student to TA* with Mehdi Abrishamchian, Ted Tokumoto, Sherif Sherif, and Carlos Villa, Fall 1992, AV1000-M. (KFW)

- [V13] *The Role of Total Quality Management in the Workplace* with William G. Kempke, John Bollinger, and Sherif Sherif, Spring 1993, AV1000-N. (KFW)
- [V14] *Successful Presentations* with Steve Lewis, Spring 1993, AV1000-O. (KFW)
- [V15] *Improving Communication Between TAs and Their Students: Student and TA Expectations* with Hazem Hajj, Kathy Sanders, et al., Spring 1993, AV1000-P. (KFW)
- [V16] *Time Management* with Harry Roberts, Fall 1993, AV1000-Q. (KFW)
- [V17] *Teaching Strategies to Create Creative Engineers* with Mehdi Abrishamchian, Kathy Sanders, David Panciera, and Michael Plesha, Fall 1993, AV1000-R. (KFW)
- [V18] *Teaching Problem-Solving*, Spring 1994, AV1000-S. (KFW)
- [V19] *Lectures and Presentation Skills*, Spring 1994, AV1000-T. (KFW)
- [V20] *Designing and Grading Quizzes and Exams*, Fall 1994, AV1000-U. (KFW)
- [V21] *Encouraging Creative Thinking*, Fall 1994, AV1000-V. (KFW)
- [V22] *Office Hours as a Tool for Enhancing Learning*, with Jim Burroughs, TA, Marketing, Chin-Hsu, TA, EMA and Francois Sainfort, Engineering, Spring 1995, AV1000-W. (KFW)
- [V23] *Transforming Passive Listeners to Creative Thinkers in the Engineering Classroom.* (KFW)
- [V24] *TA Lecture Session - ECE 372 Electric Circuits* by Saad Saleh. (TMT)
- [V25] *Role of Graduate Teaching Assistant*, Part one: Lecturing (includes introduction), 1985, University of Washington, Tape 1 out of 5. (TMT)
- [V26] *Role of Graduate Teaching Assistant*, Part two: Leading Discussions, Tape 2 out of 5. (TMT)
- [V27] *Role of Graduate Teaching Assistant*, Part three: Directing Labs, Tape 3 out of 5. (TMT)
- [V28] *Role of Graduate Teaching Assistant*, Part four: Grading, Tape 4 out of 5. (TMT)
- [V29] *Role of Graduate Teaching Assistant*, Part five: Tutoring (includes conclusion), Tape 5 out of 5. (TMT)
- [V30] TA Training Series #1, *First Day*, 1991, Clemson University. (TMT)
- [V31] TA Training Series #2, *Sex, Lies and TAs*, Clemson University. (TMT)
- [V32] TA Training Series #3, *The Unprepared TA*, Clemson University. (TMT)
- [V33] American Electronics Association - *Teaching Electrical Engineering.* (TMT)

## **Journals about Teaching and Learning (J)**

- [J1] *Chronicle of Higher Education*, Washington D.C. (MEM)
- [J2] *College Teaching* (formerly *Improving College and University Teaching*), Washington D.C.: Heldref Publications (quarterly). (MEM)
- [J3] *New Directions for Teaching and Learning*, San Francisco: Jossey-Bass. (quarterly). (MEM)
- [J4] *Teaching Assistant Strategies in the 1990s: New Directions for Teaching and Learning*, San Francisco: Jossey-Bass. (MEM)
- [J5] *Wisconsin Ideas*, The University of Wisconsin System (quarterly) (KFW)
- [J6] PRISM, American Society for Engineering Education (monthly) (KFW)
- [J7] *On Teaching and Learning - Journal of the Harvard-Danforth Center*, Cambridge, MA: Harvard-Danforth Center for Teaching and Learning. (TMT) With titles:
- Different Words in the Same Classroom
  - Women and Men in the Classroom: Inequality and Its Remedies
  - The Dissertation, from Conception to Delivery
  - The Art of Leading a Discussion
  - How I Could Have Done Much Better
  - How Students Learn
  - Balancing Teaching and Writing
  - The Stresses of Beginning Teaching
  - Real Teaching
  - Faculty Development Writ Large: A Decade of Working with Teachers to Help Them Improve Their Teaching
  - The “Muddiest Point in the Lecture” as a Feedback Device
  - How Students Learn: Part II
  - Teaching by the Case Method: One Teacher’s Beginnings
  - College Teaching is a Funny Business
  - Teaching American Students: A Guide for International Faculty and Teaching Fellows

## **General Readings on Teaching and Learning (G)**

- [G1] Angelo, T., A., and Cross, K., P., *Classroom Assessment Techniques: A Handbook for College Teachers*, Second Edition, San Francisco: Jossey-Bass, 1993. (MEM)
- [G2] Barnes, Gregory A., *English Communications Skills for Professionals*. (TMT)
- [G3] Beer, David F., *Writing and Speaking in the Technology Professions: A Practical Guide*, New York, NY: IEEE Press, 1992. (TMT)
- [G4] Bonwell, Charles C. and Eison, James A., *Active Learning: Creating Excitement in the Classroom*, ASHE-ERIC Higher Education Report No. 1, Washington, DC: The George Washington University, 1991. (TMT)

- [G5] Centra, J. A., *Reflective Faculty Evaluation: Enhancing Teaching and Determining Faculty Effectiveness*, Jossey-Bass, 1990. (EPM)
- [G6] Claxton, Charles S. and Murrell, Patricia H., *Learning Styles: Implications for Improving Educational Practices*, ASHE-ERIC Higher Education Report No. 4, College Station, TX: Association for the Study of Higher Education, 1987. (TMT)
- [G7] Cornesky, Robert, *The Quality Professor: Implementing TQM in the Classroom*, Madison, WI: Magna Publishing, 1993. (TMT)
- [G8] Ericksen, S. C., *The Essence of Good Teaching: Helping Students Learn and Remember What They Learn*, San Francisco: Jossey-Bass, 1984. (MEM)
- [G9] Felder, R. M. and J. E. Stice, *National Effective Teaching Institute*, American Society of Engineering Education, 1992. (EPM)
- [G10] Fuhrmann, B. S. and Grasha, A. F., *A Practical Handbook for College Teachers*, Boston: Little Brown and Co., 1983. (MEM)
- [G11] Gronlund, N. E., *Constructing Achievement Tests*, 2nd Edition, Englewood Cliffs, NJ: Prentice Hall, 1982. (MEM)
- [G12] Gullette, M. M., ed., *The Art and Craft of Teaching*, Cambridge, MA: Harvard-Danforth Center for Teaching and Learning, 1982. (MEM)
- [G13] Gupta, M. S., *Teaching Engineering: A Beginner's Guide*, New York: IEEE Press, 1987. (KFW and TMT)
- [G14] Johnson, David W., Johnson, Roger T. and Smith, Karl A., *Cooperative Learning: Increasing College Faculty Instructional Productivity*, ASHE-ERIC Higher Education Report No. 4, Washington, DC: The George Washington University, 1994. (TMT)
- [G15] Johnson, G. R., *First Steps to Excellence in College Teaching*, Madison, WI, Magna Publications, Inc., 1990. (TMT)
- [G16] Keith-Spiegel, et. al., *The Ethics of Teaching: A Casebook*, Muncie, IN: Ball State University, 1993. (TMT)
- [G17] Kurfiss, Joanne Gainen, *Critical Thinking: Theory, Research, Practice and Possibilities*, ASHE-ERIC Higher Education Report No. 2, College Station, TX: Association for the Study of Higher Education, 1988. (TMT)
- [G18] Lowman, J., *Mastering the Techniques of Teaching*, San Francisco: Jossey-Bass, 1984. (MEM)
- [G19] Lubkin, J., *The Teaching of Elementary Problem Solving in Engineering and Related Fields*, 1980. (EPM)
- [G20] Magna, B., *147 Practical Tips for Teaching Professors*, Madison, WI, Magna Publications, 1989. (TMT)
- [G21] McKeachie, Wilbert, *Teaching Tips*, Lexington, MA: D.C. Heath and Company, 1994. (TMT)
- [G22] Neff, R. A. and Wiemer, M. *Classroom Communication*, Madison, WI, Magna Publications (KFW and TMT)

- [G23] Prégent, Richard, *Charting Your Course: How to Prepare to Teach More Effectively*, Madison, WI, Magna Publications, 1990. (TMT)
- [G24] Roberts, H. V., *Grass-roots TQM for Education*, University of Chicago, Chicago, IL, 1993. (KFW)
- [G25] Sarkisian, Ellen *Teaching American Students: A Guide for International Faculty and Teaching Fellows*, Danforth Center for Teaching and Learning, Harvard University, Cambridge, MA, 1990. (TMT)
- [G26] Scholtes, P. R., *The Team Handbook*, Madison, WI, Joiner, 1990. (KFW)
- [G27] Smith, R., Byrd, P., Nelson, G., Barrett, R. Constantinides, J., *Crossing Pedagogical*, ASHE-ERIC Higher Education Report No. 8, 1992. (TMT)
- [G28] Smith, K. A. *Cooperation in the College Classroom*, University of Minnesota, Minneapolis, MN, 1993. (KFW)
- [G29] Tuma, D., *Problem Solving And Education: Issues in Teaching and Research*, 1980. (EPM)
- [G30] University of Wisconsin -Madison, *Instructional Methods and Resources*. (TMT)
- [G31] Weimer, M., *Improving College Teaching*, Jossey-Bass, (1990). (EPM)
- [G32] Weimer, M., and Neff, R. A., eds., *Teaching College: Collected Readings for the New Instructor*, WI: Magna Publications, Inc., 1990. (EPM)
- [G33] Weimer, M., Parrett, J., and Kerns, M., *How Am I Teaching? Forms and Activities for Acquiring Instructional Input*. Magna Publications, Inc., 1988 (EPM and TMT)
- [G34] Whitman, Neal A., *Peer Teaching: To Teach is to Learn Twice*, ASHE-ERIC Higher Education Report No. 4, College Station, TX: Association for the Study of Higher Education, 1988. (TMT)

## Other Resources

Adult Career and Educational Counseling Center 905 University Ave, Rm. 209.....	26 3-6960
Director-Lisa Munro	
Campus Assistance Center: 420 North Lake Street.....	26 3-2400
Computer–Aided Engineering Center (CAE): 1410 Johnson Drive.....	26 3-3075
User Services Support–Mary Baldwin.....	
26 2-6950	
Counseling and Consultation Services: 905 University Avenue, Rm. 401.....	26 2-1744
Dean of Academic Affairs: Associate Dean–Michael L. Corradini.....	26 5-2001
2630 Engineering Hall	
Dean of Students: 117 Bascom Hall.....	26 3-5700
Dean–Mary K. Rouse.....	
26 3-5702	
Engineering Audiovisual Services: 138 Kurt F. Wendt Library.....	26 3-3163
Director–Robert Perras.....	
26 3-9726	
Engineering Career Services: 1150 Engineering Hall.....	26 2-3471
Director–Sandra Arnn	
Engineering Counseling Service 2701 Engineering Hall.....	26 2-3507
Linda Schilling	
Engineering Diversity Affairs Assistant Dean–Alem Asres.....	26 2-7764
Greater University Tutoring Service (GUTS): 303 Union South.....	26 3-5666
MACC: 2112 Computer Science & Statistics Bldg.....	26 2-2254
Testing and Evaluation Services: 366 Educational Science Bldg.....	26 2-5863
Writing Lab: 6171 White Hall.....	26 3-9305
Director-Bradley Hughes	

Resources	Professionalism	Teaching Skills	Attitude	Aptitude
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## Books especially for TAs

B1	X	X	X	X
B2	X	X	X	
B3		X		
B4		X		
B5				

## Manuals and Handbooks for TAs

M1	X	X	X	
M2	X	X	X	
M3		X		
M4		X		
M5	X	X	X	X
M6	X	X	X	
M7	X	X	X	
M8	X	X	X	
M9	X	X	X	
M10	X	X	X	
M11	X	X	X	
M12		X		X

## Videotaped Workshops

V1	X	X		
V2		X		
V3		X		
V4	X		X	
V5		X		
V6	X			
V7	X		X	
V8		X		
V9	X	X	X	
V10	X	X	X	
V11	X			X
V12	X		X	
V13	X			X
V14		X		
V15	X		X	
V16	X		X	
V17		X		X
V18		X		X
V19		X		
V20				X
V21		X	X	
V22		X		
V23		X		
V24				X
V25		X	X	
V26		X	X	

V27		X	X	
V28		X	X	
V29		X	X	
V30	X	X	X	
V31	X			
V32				X
V33				X

## Journals

J1	X			
J2	X	X		
J3	X	X	X	
J4	X	X	X	
J5				
J6				
J7	X	X	X	X

## General

G1		X	X	X
G2	X	X		
G3	X			X
G4		X	X	
G5				X
G6		X	X	
G7	X	X	X	X
G8				
G9				
G10				
G11				
G12				
G13	X	X	X	X
G14		X	X	
G15	X	X	X	
G16	X	X	X	
G17		X	X	
G18				
G19				
G20				
G21		X	X	X
G22		X	X	
G23		X	X	X
G24				
G25				
G26				
G27				
G28				
G29				
G30				
G31				X
G32	X	X	X	X
G33				X
G34		X	X	

## Appendix II. Additional Questions and Comments

The following questions are taken from "How am I Teaching," (Weimer, M. et. al. Magna Publications, Inc. 1988) and other evaluation forms. A copy of this set of questions and questions from other sources can be found in a folder on the network at CAE (see the mid-semester evaluation section of this handbook).

If you wish to tailor a form of your own, read through this list of alternate questions and comments and select those you think are appropriate. It's a good idea to have a friend look them over to ensure that the ordering makes sense, and that the form can be filled out in the time that you have allotted. Consider leading the students to some answers, by listing some possible answers (both positive and negative). In a pilot project, we found the students like being given different options, but others saw all the things that could be wrong and got a negative opinion of the TA even though they didn't circle the options. Don't expect the students to be able to "brain-storm" and come up with ways of improving your teaching in 2 minutes. If you ask open-ended questions, give them time and a reason for responding in detail.

### Organization:

- Begins class on time in an orderly, organized fashion
- Previews lecture/discussion content
- Clearly states the goal or objective of the period
- Reviews prior class material to prepare students for the content to be covered
- Provides internal summaries and transitions
- Does not digress often from the main topic
- Summarizes and distills main points at the end of class
- Appears well prepared for class

### Presentation:

- Incorporates various instructional supports like slides, films, diagrams, etc.
- Uses instructional support effectively
- Responds to changes in student attentiveness
- Uses a variety of spaces in the classroom from which to present material
- Blackboard writing is large and legible.
- Speech fillers for example "OK, Ah" are not distracting
- Speaks audibly and clearly
- Uses gestures to enhance meaning and not to release nervous tension (Repetitive gestures tend to do the latter)

- Communicates a sense of enthusiasm and excitement toward the content
- Use of humor is positive and appropriate
- Presentation style facilitates note taking
- Speech is neither too formal nor too casual
- Difficult vocabulary is explained
- Level of language is appropriate
- Establishes and maintains eye contact with the class
- Talks to the class, not the board or windows
- Varies the pace to keep students alert
- Selects teaching methods appropriate for the content

### Rapport:

- Praises students for contributions that deserve commendation
- Solicits student feedback
- Requires student thought and participation
- Responds constructively to student opinions
- Knows and uses student names -- Responds to students as individuals

Treats class members equitably  
 Listens carefully to student comments and questions  
 Tailors the course to help many kinds of students  
 Recognizes when students do not understand  
 Encourages mutual respect between students

Credibility and Control:

Responds to distractions effectively yet constructively  
 Appears comfortable and competent with the content  
 Responds confidently to student inquires for additional information  
 Uses authority in the classroom to create an environment conducive to learning  
 Speaks about the course content with confidence and authority  
 Is able to admit error and/or insufficient knowledge  
 Respects constructive criticism

Content:

Includes illustrations  
 Selects examples relevant to student experiences and course content  
 Integrates text material into class presentations  
 Relates current course content to what's gone on before and will come after  
 Relates current course content to students' general education  
 Makes course content relevant with references to "real world" applications  
 Presents views other than his/her own when appropriate  
 Seeks to apply theory to problem solving  
 Explicitly states relationships among various topics and facts/theory  
 Explains difficult terms, concepts or problems in more than one way  
 Presents background of ideas and concepts  
 Presents pertinent facts and concepts from related fields  
 Presents up-to-date developments in the field  
 Relates assignments to course content  
 Clearly organizes assignments  
 Carefully explains assignments

Interaction:

Encourages student questions, involvement, discussion, and debate  
 Answers student questions clearly and directly  
 Gives students enough time to respond to questions  
 Refrains from answering his/her own questions  
 Responds to wrong answers constructively  
 Provides ample time for questions  
 Encourages students to respond to each other's questions  
 Encourages students to answer difficult questions by providing cues and encouragement  
 Allows relevant student discussion to proceed uninterrupted  
 Presents challenging questions to stimulate discussion  
 Respects diverse points of view

Active learning:

Clearly explains directions or procedures  
 Clearly explains the goal of the activity  
 Has readily available materials and equipment necessary to complete the activity  
 Allows opportunity for individual expression  
 Provides practice time  
 Gives prompt attention to individual problems  
 Provides individuals with constructive verbal feedback

Careful safety supervision is obvious  
 Allows sufficient time for completion  
 Provides enough demonstrations  
 Demonstrations are clearly visible to all students  
 Required skills are not beyond reasonable expectations for the course and/or students  
 Provides opportunities for dialogue about the activity with peers and/or the instructor  
 Allocates sufficient clean-up time within the class session

#### OPEN-ENDED QUESTIONS:

"How am I teaching" recommends giving the questions in pairs--positive and negative.

When do you find the instructor to be most helpful in your learning?  
 When do you find the instructor to be least helpful in your learning?  
 What am I doing right?  
 What improvements could we make? How can I improve?  
 When do you find the instructor making himself/herself most clearly understood?  
 When do you find the instructor making himself/herself least clearly understood?  
 When do you feel most intellectually stimulated by this course?  
 When do you feel least intellectually stimulated by this course?  
 When are you clearest about what material should be in your notes?  
 When are you confused about what material should be in your notes?  
 What material are you clearest about?  
 What material are you confused about?  
 When do you feel most convinced that the course is worth your effort?  
 When do you feel least convinced that the course is worth your effort?  
 When do you feel most certain that the instructor cares whether you succeed in the course?  
 When do you feel least certain that the instructor cares whether you succeed in the course?  
 When do you feel most sure that you understand the course objectives?  
 When do you feel least sure that you understand the course objectives?  
 When do you most want to discuss the material in this course?  
 When do you least want to discuss the material in this course?  
 When do you find yourself listening most intently to the lecture material in this course?  
 When do you find yourself listening least intently to the lecture material in this course?  
 Which assignments (class activities) are most relevant to the course objectives and student needs?  
 Which assignments (class activities) are least relevant to the course objectives and student needs?  
 How can I do to make the subject more understandable? Interesting?  
 What would you change in the class?  
 What are my strengths/weaknesses?