Framework of Teaching Assistant Teaching Performance Evaluation

| Component | Indicators | Source of data | All disciplines |
| --- | --- | --- | --- |
| Student Feedback | Peer Obser. | Superv.Obser. | Self- Report |
| Content expertise % | Demonstrate sufficient course or disciplinary knowledge and skills |  |  |  |  |  |
| Bring relevant and current research, especially one‘s own, to support the contents of the course |  |  |  |  |  |
| Relate relevant current issues to course contents |  |  |  |  |  |
| Instructional design % | Construct a syllabus, with A&M required elements, that clearly communicates expectations and all necessary information and motivates students |  |  |  |  |  |
| Develop course objectives and learning outcomes that align with program learning outcomes |  |  |  |  |  |
| Select appropriate content based on learning outcomes |  |  |  |  |  |
| Design well-paced, well-presented, and appropriately sequenced instructions |  |  |  |  |  |
| Plan and schedule a variety of learning, assessment and teaching activities to achieve the learning outcomes |  |  |  |  |  |
| Create effective learning activities/assignments |  |  |  |  |  |
| Help students learn how to learn |  |  |  |  |  |
| Instructional delivery % | Be well organized and well prepared |  |  |  |  |  |
| Communicate effectively and demonstrate enthusiasm |  |  |  |  |  |
| Respect students and care about their learning |  |  |  |  |  |
| Respond effectively to student questions and provide timely feedback on student work |  |  |  |  |  |
| Engage students and facilitate discussion in class |  |  |  |  |  |
| Effectively use active and cooperative learning techniques (including group work or teams) |  |  |  |  |  |
| Use technology effectively to enhance student learning |  |  |  |  |  |
| Make self available to help students in and outside of class (office hours, etc.) |  |  |  |  |  |
| Is an effective professional role model for undergraduate students |  |  |  |  |  |
| Instructional assessment % | Articulate a philosophy of assessment that provides a rationale for and links assessment to learning outcomes |  |  |  |  |  |
| Implement assessments (exams, etc.) that correspond to and evaluate achievement of learning outcomes |  |  |  |  |  |
| Set and communicate clear expectations/criteria for assessing student work |  |  |  |  |  |
| Implement grading schemes that are fair and comprehensible |  |  |  |  |  |
|  | Gather formative feedback on teaching periodically |  |  |  |  |  |
| Gather formative feedback on learning periodically and give feedback to students |  |  |  |  |  |
| Assist students in developing ability to self-regulate and self-assess their own behavior and learning |  |  |  |  |  |
| Course & classroom management % | Provide sufficient information about course management and logistics in the syllabus |  |  |  |  |  |
| Effectively manage course and classroom logistics |  |  |  |  |  |
| Provide efficient student access to class materials (notes, readings, assignments, quizzes, etc.) |  |  |  |  |  |
| Effectively use on-line course management systems and communication tools to facilitate student learning |  |  |  |  |  |
| Create learning environments that welcome, challenge, and support all students |  |  |  |  |  |
| Be aware of and practice effective teaching strategies that help acknowledge issues that emanate from differences among students, including differences in opinion |  |  |  |  |  |
| Recognize and appropriately manage incivility |  |  |  |  |  |
| Scholarly teaching and SoTL % | Practice ―scholarly teaching – the process of reflection, experimentation, and evaluation to improve one‘s teaching and enhance student learning |  |  |  |  |  |
| Collaborate with others for mutual improvement of teaching |  |  |  |  |  |
| Participate in/lead peer professional development activities in teaching (seminars, workshops, etc.) |  |  |  |  |  |
| Engage in scholarship of teaching and learning (research, presentations, publications, etc.) |  |  |  |  |  |
| Recognition % | Teaching awards |  |  |  |  |  |
| Other % |   |  |  |  |  |  |

Column Headers:

Undergraduate Student Feedback

Peer Facilitated Observation

Supervisor Facilitated Observation

Teaching Assistant Self-Report