

## College of Health Graduate Teaching Assistant (GTA) Evaluation for AY 2024-2025

**Instructions:**

1. Designated School Evaluator (DSE) completes Table 1: **GTA Evaluation and Review Details** and **Professional Development Report**.
2. GTA and DSE complete **Evaluation Tools** independently.
3. GTA completes **Self-Evaluation (Orange)** specific to GTA course/role and sends to the DSE prior to the scheduled observation.
4. DSE uses the GTA-completed self-evaluation tool to then perform the **GTA evaluation (Gray)** specific to GTA course/role.
5. GTA and DSE debrief/discuss **Evaluation**.
6. GTA completes **Response to Evaluation** following debrief.
7. GTA and/or DSE can request a re-evaluation.
8. DSE sends the evaluation file to School Head for review.
9. All parties acknowledge/sign via DocuSign that is filed with GTA and the GTA’s School of alignment (ESHS, N & PH, or HDF5).
10. (If needed): School Head and GTA set up meeting to discuss.

Table 1. GTA Evaluation and Review Details and Professional Development Report.

GTA Evaluation and Review Details			
Graduate Teaching Assistant’s Name			
Course Number and Title			
GTA role reviewed	<input type="radio"/> Ecampus Instructor <input type="radio"/> On Campus Instructor <input type="radio"/> Grading Assist <input type="radio"/> Lab Assist		
Term & Year Reviewed	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring                        Year: _____		
What methods, tools, or data did you use to evaluate this GTA	<input type="radio"/> Class Observation <input type="radio"/> Canvas <input type="radio"/> Gradebook <input type="radio"/> Syllabus/Class Plan Other: _____		
Name/Role of Designated Evaluator			
Date of Evaluation Debrief			
Name of GTA’s Academic Advisor			
Name of School Head			
Professional Development Report			
Did GTA attend Fall GTA Orientation	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Excused by School Head
Has GTA completed GRAD 516 or GRAD 599 if assigned?	<input type="radio"/> Yes (Term/Yr _____)	<input type="radio"/> No	<input type="radio"/> Excused by School Head/Not Assigned
Has GTA completed GRAD 542?	<input type="radio"/> Yes (Term/Yr _____)	<input type="radio"/> No	

GTA Ecampus Instructor Evaluation

**Introduction**

The purpose of this evaluation is to help the instructor improve effectiveness. In each of the tables below, select the appropriate identifier based on the observation completed. Following each category of items (i.e., Course Readiness & Management, Planning & Preparation for Instruction, Knowledge of Subject Matter, etc.), please rate the instructor on a 1-4 scale (1 = Ineffective, 2 = Developing (Emerging), 3 = Proficient, 4 = Highly Effective). Comments and reasons for score can be added below the rating.

Course Readiness & Management	GTA Self-Evaluation				Designated School Evaluator			
	Yes	Somewhat/ to an extent	No	NA	Yes	Somewhat/ to an extent	No	Not Obs/ NA
Updates course syllabus and individualizes course welcome announcement before posting and publishing Canvas Course								
Utilizes Canvas LINK Validation and accessibility reports before start of term. (Canvas>Settings>validate links in content)								
Checks published (open dates) and unpublished (close dates) course materials/modules before start of term.								
Opens course 1-2 days prior to start of term.								
Responds to all Q & A Discussion board posts within 24 hours.								
Implements processes for students with <a href="#">DAS verified accommodations</a> .								
Uses <a href="#">Proctorio to setup</a> and review results for courses with required proctored exams.								

Overall Evaluation for **Course Readiness**

1 "	2 "	3 "	4 "
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Comments / Reasons for Score

GTA Ecampus Instructor Evaluation

Communications	GTA Self-Evaluation				Designated School Evaluator			
	Yes	Somewhat/ to an extent	No	NA	Yes	Somewhat/ to an extent	No	Not Obs/ NA
Communicates with students and colleagues in a professional and kind manner (i.e., interacting on Discussions, providing feedback on Speedgrader, and using student’s first name).								
Responds to all students (by name) during the Introduction Discussion Board timeframe.								
Provides timely reminders for course item due dates, participation requirements, exams, etc., via Course Announcements.								
Responds to emails in a timely fashion (within 24 hours, excluding weekends)								
Communicates with GTA Mentor when GTA requires extra help or resources.								
Posts weekly announcements at start of week (course tasks) and/or at end of week as wrap-up (reflection on class performance/participation).								

Overall Evaluation for **Communications**

1 "	2 "	3 "	4 "
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Comments / Reasons for Score

GTA Ecampus Instructor Evaluation

Teaching & Student Engagement	GTA Self-Evaluation				Designated School Evaluator			
	Yes	Somewhat/ to an extent	No	NA	Yes	Somewhat/ to an extent	No	Not Obs/ NA
Engages with all students at least twice within the first 2 weeks of a course, via Discussion participation, comments on Speedgrader, Q&A Forum, etc.								
Engages with class at least 2 days per week throughout the term.								
Demonstrates online presence and interest by engaging in discussion boards and/or assignments.								

Overall Evaluation for **Teaching & Student Engagement**

1 "	2 "	3 "	4 "
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Comments / Reasons for Score

Evaluation of Student Learning	GTA Self-Evaluation				Designated School Evaluator			
	Yes	Somewhat/ to an extent	No	NA	Yes	Somewhat/ to an extent	No	Not Obs/NA
Provides for all students, meaningful grading and student evaluation feedback, noting what the student did well and clearly articulates reasons for any loss of points.								
In Canvas, grading is completed within 7-10 days of item due date.								
Uses course analytics to review and address with students (as needed) quiz, exam, assignment performance.								

Overall Evaluation for **Evaluation of Student Learning**

1 "	2 "	3 "	4 "
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Comments / Reasons for Score

**GTA Ecampus Instructor self-evaluation, response to evaluation, and plans for improvement**

*Self-Evaluation:* Briefly explain (1-2 sentences) why you evaluated yourself as you did. What are your strengths in this role. What teaching skills would you like to improve or learn about? Please provide any additional comments you would like to share.

*Response to Evaluation:* Provide any responses to the evaluation/feedback, including any comments/feedback that you feel may enhance the process and/or provide a more comprehensive assistantship performance evaluation.

*Plans for Improvement:* List any GTA support or professional development opportunities you would like to pursue. Also include any professional development activities you have participated in during this academic year. Include title, date, time, location, website, etc.

**Observer evaluation summary and recommendations**

*GTA Ecampus Instructor Main Strengths:*

*Suggestions for Improvement:*

*What professional development opportunities would you suggest for this GTA?*

*Please provide any additional comments you'd like to share with this GTA.*

**Re-evaluation by Designated Observer Recommended:**

**Re-evaluation by GTA Ecampus Instructor Desired:**

Graduate Student Signature & Date		
Designated School Evaluator Signature & Date		
School Head Signature & Date		

**Observation Notes**