

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 On-Campus 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.								
Establishes and communicates office hours for the term in the course syllabus and/or via Canvas announcements.								
Implements processes for students with DAS verified accommodations .								
In Canvas, posts weekly announcements at start of week (course tasks) and at end of week as wrap-up (reflection on class performance/participation).								
Responds to emails in a timely fashion (within 24-48 hours, depending on syllabus)								

Overall Evaluation for **Course Readiness**

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

GTA On-Campus Instructor Evaluation

Planning & Preparation for Instruction	GTA Self-Evaluation				Designated School Evaluator			
	Yes	Somewhat/ to an extent	No	NA	Yes	Somewhat/ to an extent	No	Not Obs/ NA
Arrives prepared to conduct class (e.g., access to needed materials, knowledgeable on day's content, covers info beyond PPT)								
Arrives to class early (minimum 5 minutes)								
Practices inclusive teaching, models an appreciation for diversity, including multicultural perspectives, into lessons								
Lesson/Presentation appears to be well thought out								

Overall Evaluation for **Planning & Preparation for Instruction**

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

Knowledge of Subject Matter	GTA Self-Evaluation				Designated School Evaluator			
	Yes	Somewhat/ to an extent	No	NA	Yes	Somewhat/ to an extent	No	Not Obs/ NA
Explains key course concepts clearly								
Gives "real-world" examples to illustrate concepts when possible								
Responds adequately to student questions								

Overall Evaluation for **Knowledge of Subject Matter**

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

GTA On-Campus Instructor Evaluation

Establishing Class Climate Conducive to Learning (Classroom Environment)	GTA Self-Evaluation				Designated School Evaluator			
	Yes	Somewhat/ to an extent	No	NA	Yes	Somewhat/ to an extent	No	Not Obs/NA
Starts & Ends Class on Time								
Uses students' first names								
Interacts with students during the class session in a positive, supportive, and professional manner								
Monitors and is alert to student behavior; redirects as needed for productive learning								
Budgeted time well (pacing)								

Overall Evaluation for **Establishing Class Climate**

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

GTA On-Campus Instructor Evaluation

Engaging Students in Learning Activities	GTA Self-Evaluation				Designated School Evaluator			
	Yes	Somewhat/ to an extent	No	NA	Yes	Somewhat/ to an extent	No	Not Obs/ NA
Explained the learning objectives for the class session								
Checks for understanding used effectively								
Instructor encouraged questions and student participation; gave students adequate time to respond to questions								
Tied new material to previous learning								
Summarized key points at end of the lesson								
Students appeared comfortable participating in class (e.g., actively taking notes, asking questions, raising hands, participating in activities, etc).								
Uses a variety of instructional techniques to address the needs of diverse learners (See list below)								

Mark if any of the following instructional techniques / strategies were used:

- | | |
|--|--|
| <input type="checkbox"/> Teacher-led discussion | <input type="checkbox"/> Self-directed study |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Learning Centers/Lab Stations |
| <input type="checkbox"/> Teacher-student shared responsibility (seminar, discussion) | <input type="checkbox"/> Small group activities |
| <input type="checkbox"/> Question/Answer | <input type="checkbox"/> Role Play |
| <input type="checkbox"/> Hands-on practice | <input type="checkbox"/> In-class writing |
| <input type="checkbox"/> Use of Visual Aids | <input type="checkbox"/> Project Work |
| <input type="checkbox"/> Demonstration | <input type="checkbox"/> Student presentations |
| <input type="checkbox"/> Peer Partner Task | <input type="checkbox"/> Assessment activities |
| <input type="checkbox"/> Computer-aided | <input type="checkbox"/> Other |

Overall Evaluation for **Engaging Students in Learning Activities**

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

GTA On-Campus Instructor Evaluation

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
Provided constructive feedback for student understanding and direction for improvement								
Grading conducted in a timely fashion, as indicated on the course syllabus								
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

Professional Skills/Teaching Skills	GTA Self-Evaluation				Designated School Evaluator			
	Yes	Somewhat/ to an extent	No	NA	Yes	Somewhat/ to an extent	No	Not Obs/NA
Strong teacher presence (poise, authority, confidence)								
Spoke clearly and audibly								
Gestures, voice tone and eye contact were used appropriately								
Complies with all university policies and procedures								

Overall Evaluation for **Professional Skills/Teaching Skills**

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

GTA On-Campus 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.

Observer evaluation summary and recommendations

GTA On-Campus 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: <input type="checkbox"/>	Re-evaluation by GTA On-Campus Instructor Desired: <input type="checkbox"/>
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Graduate Student Signature & Date	
Designated School Evaluator Signature & Date	
School Head Signature & Date	

Observation Notes