

University of Kansas – GTA Course Observation Form

Instructor: _____

Class: _____

Observer: _____

Date: _____

Rating Scale:

5 – Strongly Agree 4 – Agree 3 – Neutral 2 – Disagree 1 – Strongly Disagree

The GTA actively engages students with the course material(s) and subject matter.

5 4 3 2 1

The GTA uses whole class, group, and/or individual activities effectively.

5 4 3 2 1

The GTA asks questions or makes comments that generate a high level of critical thinking.

5 4 3 2 1

The GTA interacts well with students and addresses students' needs and questions.

5 4 3 2 1

The GTA is knowledgeable in key terms, concepts, ideas, and theories and conveys them in a manner that is understandable to the average student.

5 4 3 2 1

The GTA is professional, appropriately dressed, punctual, and prepared for class.

5 4 3 2 1

The GTA adheres to the course schedule and syllabus.

5 4 3 2 1

The GTA makes appropriate use of (*technology/instruments/texts/readings*).

5 4 3 2 1

Overall Assessment of Instruction:

Unsatisfactory Needs Improvement Satisfactory Exceeds Expectations Outstanding

Comments:

Instructor's Signature/Date

Observer's Signature/Date

Provide one copy to the GTA. Retain original in departmental files. New GTAs should be observed a minimum of once a semester, and continuing GTAs once a year.

Graduate Teaching Assistant (GTA) Evaluation Form University of Kansas

PART I: General Information

Name of GTA:

Name of Supervisor/Reviewer:

Review Period:

Course(s) Taught in this Review Period:

Department or Program Providing Appointment: *Economics*

Academic Department or Graduate Program Home of GTA: *Economics*

PART II: GTA Self-Evaluation, Course Observation Evaluation, and Student Course Evaluations

The GTA may provide a self-evaluation (optional) of his or her performance for the review period.

1. Did the GTA complete a self-evaluation?
 Yes No

2. Did the supervisor or faculty advisor review the specific position description(s) upon which this evaluation is based before meeting with the GTA?
 Yes No

3. Did the supervisor or faculty advisor complete at least one course observation evaluation that was also provided to the GTA?
 Yes No

4. Were student course evaluations included in this GTA evaluation and made available to the GTA for review?
 Yes No

PART III: Evaluation

Please rate the performance of the GTA in this review period only in each of the following five areas. **Examples of core competencies or performance factors for each area are available as links, or are enclosed at the end of this form.**

1. Teaching and Presentation Ability

Unsatisfactory Needs Improvement Satisfactory Exceeds Expectations Outstanding

2. Quality of Work

Unsatisfactory Needs Improvement Satisfactory Exceeds Expectations Outstanding

3. Oral and Written Communication

- Unsatisfactory Needs Improvement Satisfactory Exceeds Expectations Outstanding

4. Accountability and Self-Management

- Unsatisfactory Needs Improvement Satisfactory Exceeds Expectations Outstanding

5. Subject Knowledge and Learning Ability

- Unsatisfactory Needs Improvement Satisfactory Exceeds Expectations Outstanding

Please provide some specific information related to **the GTA's strengths:**

Please provide some specific feedback on **areas in which the GTA can improve:**

PART IV: Overall Rating

Please rate the **overall performance** of this GTA for the current review period.

- Unsatisfactory Needs Improvement Satisfactory Exceeds Expectations Outstanding

Signature of Graduate Teaching Assistant*

Date

Signature of Reviewer

Date

GTA Competencies/Performance Factors for Evaluation

The following performance factors, or core competencies, reflect University expectations, values and priorities for graduate teaching assistants. These factors should be reviewed in conjunction with any unit-specific factors prior to the beginning of the review period, as well as at the conclusion of the period in which the performance is to be evaluated.

1. Teaching and Presentation Ability: able to monitor and evaluate student progress and assignments; able to develop and organize relevant teaching materials; able to utilize approved texts or other instructional materials; capable of preparing and administering examinations; provides opportunities for student engagement; team-oriented attitude; regular attendance at other related lectures and course meetings as specified by supervisors; effective working relationships with diverse constituencies; knowledge of student perspectives.

2. Quality of Work: Completes work thoroughly and accurately; pays attention to details; well-organized; completes work on time; provides prompt responses to supervisors, colleagues and students; consistent and high level of performance; accepting of constructive criticism by demonstration of the ability to listen and incorporate the critique of others; understands the importance of confidentiality and the academic and privacy rights of students (e.g., FERPA, University Rules and Regulations); able to provide clear assignment instructions; well-prepared to teach each class.

3. Oral and Written Communication: able to communicate with a diverse range of people; provides accurate information and teaches course content with enthusiasm; deals effectively with stress; active listening skills; courteous and patient; able to understand and constructively respond to student needs; clarity in both oral and written skills with the ability to talk/write at the appropriate level; capable of providing clear and constructive feedback regarding colleagues upon supervisors' request.

4. Accountability and Self-management: Possesses organizational and time management skills; holds office hours at the specified time and location; maintains on-going communication regarding workload to supervisor; able to multitask, prioritize and respond promptly to requests of supervisors (e.g. the submission of grades, meetings to review work, updating of BlackBoard, etc.); takes responsibility for all aspects of their work; willing to ask for help and to help others; able to adhere to the course outline and schedule on the syllabus; able to meet the department and university criteria for holding a GTA position; punctual and reliable.

5. Subject Knowledge and Learning Ability: demonstrates the ability to learn new content quickly especially new scholarship in the field as it relates to the course; interested in learning more than the basics of teaching pedagogy; capable of responding to student questions in a timely manner; open to new technology related to the implementation of the course (e.g., BlackBoard, PowerPoint, Excel, laboratory hardware and software, etc.); able to write clear examinations that are consistent with learning outcomes and course goals.