

TA EVALUATION FORM GUIDELINES

I. Current MSU Policies Concerning Teaching Conduct, Supervision, And Evaluation

1. [GEU Agreement – Articles 14, 15, and 16](#)
2. [Code of Teaching Responsibility](#)
3. [Academic Programs Catalog](#)

II. Principle Considerations for Creating a TA Teaching Evaluation Form

1. Should forms be discipline or context specific (i.e. Lecture? Recitation? Lab? Office Hours?)
2. Any considerations when evaluating international TAs?
3. What main topics should you cover? How many?
4. Who does the evaluation? Faculty Supervisor or Designated Coordinator?
5. Should evaluations focus only on performance or have developmental (assessment) aspects?
6. How could this affect/support reappointment?
7. How would this process relate/be linked to SIRS forms?
8. Would a pre-evaluative Needs Assessment be appropriate?

III. Principle Evaluative Categories

When deciding which general issues to evaluate, you might consider the following:

1. Preparation (Content. Knowledge. Attitude. Goal Setting.)
2. Organization (Introduction. Presentation. Materials.)
3. (Teaching or Discussion) Implementation/Interaction (Delivery. Engagement. Intro/Summary. Content Coverage. Style. Coherence. Lab Safety.)
4. Evaluation/Effectiveness (Summary. Goal attainment. Testing/Grading.)

If you have any questions about TA evaluation or any other issues concerning TA training, please contact Kevin Johnston (kmj@msu.edu) in the MSU TA Program Office, 353-3062. The TA Program's website is <http://tap.msu.edu>

IV. Sample Evaluation Forms

Attached are a few examples you might use to create an evaluation form. Please feel free to use part or all of any of these forms.

1. [Classroom Visitation Evaluation](#) (Short Answer – Topic Specific)
2. [Instructional Observation Form](#) (Short Answer – Category Specific)
3. [TA Teaching Evaluation Form – Including Pre/Post-Evaluation](#) (Short Answer)
4. [Lecture/Discussion Skills Checklist](#) (Check Boxes/Comments – Category Specific)
5. [Lab Skills Checklist](#) (Check Boxes/Comments – Category Specific)

INSTRUCTIONAL OBSERVATION FORM

Instructor _____ Date/Time _____ Location _____
Course No. _____ Title _____ Level (Fr., So. Etc.) _____
No. of Students _____ Room Description _____
Topic of the Day _____ Instruction Method _____

THE INSTRUCTOR (Please comment on the following)

Knowledge and Preparation

Organization

Speaking Style

Use of Movement, Gestures

Enthusiasm/Motivation

Rapport with Students

Media Use, Handouts (Lab Safety)

THE STUDENTS (Please comment on the following)

Student Involvement /Attentiveness (beginning, middle, end)

Classroom atmosphere

Student Comprehension

GENERAL COMMENTS (On the class, outcomes, recommendations):

Classroom Visitation Evaluation FORM

Teaching Assistant _____ Course and Section _____
Date _____ Location _____ Class Type (Rec., Lab, etc.) _____ Number of Students _____
Evaluator/Consultant _____

(Please use the back of this page or other pages if necessary)

Classroom Environment: Note any inadequate aspects of the classroom (size, acoustics, temperature, lighting, seating arrangements, etc.)

I. Instruction: Comment on the TA's class organization and presentation of the material. Was there a clear introduction to the class, a main body, and class summary? Was the TA knowledgeable of the subject matter? Did s/he explain terms and concepts clearly?

II. TA/Student Interaction: Comment on TA's ability to encourage student involvement. How were the students and TA interacting? Did the TA guide discussion/Lab effectively? How?

III. Teaching/Discussion Methods/Style: Comment on TA's teaching strategy. Did s/he effectively use gestures, movement, voice inflection, etc., and maintain eye contact?

IV. Media/Handouts: Comment on the TA's use of the blackboard, overheads, handouts, instructional media, or other written materials.

V. General Comments: Evaluate this class as a whole, and comment on TA's teaching strengths, weaknesses, and areas in which improvement is needed or encouraged.

**TA TEACHING EVALUATION FORM: INCLUDING PRE/POST-CONSULTATION
INFORMATION (Based on the MSU TA Program Video Evaluation Forms)**

(TA: Complete this form & make an extra copy for your evaluator. The TA should keep one copy, and the evaluator should keep the other.)

Name _____ Department _____

Course Name _____

Course Number _____

Meeting place _____

NO. of students _____

A. INITIAL MEETING (To be filled out during the first meeting between TA and Evaluator)

1. Describe briefly the content of the class session:
2. Describe briefly your goals for the class session:
3. Describe briefly the methods you will use (i.e. lecture, discussion, lab, learning groups, etc.):
4. What teaching skill(s) of yours would you especially like me to observe?

Location for follow up meeting:

Date and time of follow up meeting:

B. BEFORE THE EVALUATION (TA: Please fill out this form and make an extra copy in preparation for your initial meeting with your teaching evaluator.)

1. Do you have a particular focus that you would like to address with this session? For example, are you interested in classroom management, improvement in organization, increasing the level of student interest, increasing variety in instruction, improvement in lecturing technique, general instructional improvement, or some other focus?
2. What is your assessment of the way this class has gone so far? Strengths? Weaknesses?
3. Is there anything in which you would like the evaluator to be particularly aware?
4. Any other concerns about the evaluation experience?

C. EVALUATION (Refer to other forms)

D. FOLLOW-UP TO EVALUATION (TA: Please send to evaluator when completed.)

1. Did you achieve your class goals?
2. What was the value of the evaluation experience for you? Please be as specific as possible.
3. Were any of your good practices reinforced by the feedback you received? What were they?
4. Will you make changes, based on the feedback you have received? If so, how will you change?
5. Any other comments about the value of the evaluation?

Lecture/Discussion Skills Checklist

Instructor _____ Date/Time _____ Location _____
Course No. _____ Title _____ Level (Fr., So. Etc.) _____
No. Of Students _____ Room Description _____
Topic of the Day _____ Instructional Method _____

Directions: Respond to each of the following statements by indicating Excellent (E), Good (G), Satisfactory (S), Needs to Improve (N), or Not Applicable (NA).

Organization/Clarity

1.	Stated purpose of class session clearly.
2.	Related explicitly the day's topic to previous class.
3.	Presented/Discussed content in a systematic, organized fashion.
4.	Asked relevant questions.
5.	Used clear examples.
6.	Explained/Explored difficult concepts well.
7.	Periodically summarized important points.
8.	Adjusted tempo when necessary.
9.	Summarized day's main ideas.
10.	Effectively Used Blackboard, Overheads, Instructional Technology.

Materials/Media Use

11.	Information presented on board, slides, overheads meaningful.
12.	Materials used added to students' understanding of the topic.
13.	A/V materials handled competently.

Interaction With Students

14.	Asked relevant questions to gauge student understanding.
15.	Involved students effectively in class discussion.
16.	Allowed sufficient time for students' answers.
17.	Offered meaningful encouragement and support.
18.	Made eye contact with students.
19.	Listened carefully/Responded effectively.
20.	Voice easily heard.

Comments/Recommendations:

Lab Skills Checklist

Instructor _____ Date/Time _____ Location _____
Course No. _____ Title _____ Level (Fr., So. Etc.) _____
No. Of Students _____ Room Description _____
Topic of the Day _____

Directions: Respond to each of the following statements by indicating Excellent (E), Good (G), Satisfactory (S), Needs to Improve (N), or Not Applicable (NA)

Lab Organization/ Presentation Clarity

1. Set up Classroom/Lab Experiment Safely and Effectively.
2. Defined Lab objectives clearly.
3. Presented content in a systematic, organized way.
4. Presented clear examples, illustrations.
5. Explained difficult concepts well.
6. Summarized the day's main ideas.
7. Used Board, Overhead, Slides, etc. well.
8. Lab Demonstration performed competently.

Materials/Use of Lab Equipment/Media

9. A/V materials handled competently.
10. Handouts, etc. added meaningfully to day's discussion.
11. Safely handled lab materials.

Student Performance/ Lab Management

12. Asked questions to ascertain student understanding.
13. Allowed sufficient time for students' answers.
14. Offered meaningful encouragement and support.
15. Encouraged effective student partnerships
16. Encouraged student safety.
17. Managed Lab effectively.

Comments/Recommendations: