TA Feedback Guide
Acknowledgements

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Introduction

Teaching Assistants (TAs) at York University identify student feedback on their teaching, in the form of evaluations, as one of their major needs that is rarely met. The results of course evaluations are often not made available to TAs and if they are, they rarely provide feedback to the TA, either because the evaluation is based on the lecture and the professor of the course and/or because few students actually fill them out. This guide is designed to help TAs at York overcome this obstacle by providing strategies for TAs to take full responsibility and control over obtaining feedback on their teaching from students, peers and mentors. It also provides strategies for self-evaluation and reflection on one’s teaching. This guide provides a variety of options for TAs to choose from that will work best for them. A number of sample evaluations, observation forms and checklists are also provided in the appendix. There isn’t one “right” form; the forms presented should be used as a guide. The benefit to TAs if they design their own feedback forms to distribute to their students, peers and mentors is that they get feedback on the aspects of their teaching that they want or need the most. Moreover, they can make it relevant and applicable to their own classroom. The appendix also includes a list of observations and questions that TAs can choose from to customize their own feedback forms.

There are two different forms of feedback, formative feedback and summative feedback. Formative feedback is feedback given at the beginning and/or throughout the course, used to inform your teaching and allow you to make appropriate adjustments along the way. A “continuous improvement philosophy” is recommended with formative feedback. That is, once you ask students “how can I improve” they expect that you will improve. Once you have made changes and allowed them to experience them, you may want to ask again for their feedback and continue the process of feedback and improvement. Summative feedback, on the other hand, is feedback given at the end of the course, usually in the form of a course evaluation. This guide will focus on both types of feedback, including guidelines and strategies for obtaining such feedback, that any TA can do. However, we caution, it is always important to have open communication with the Course Director you TA for. Be sure to get approval from the Course Director before implementing any of these strategies in class.
Obtaining Feedback from Students

Receiving feedback from your students about your teaching helps you identify and meet the needs of your students. It also assists you in improving and further developing your teaching. Students can provide you feedback on your everyday teaching experiences. They can give you the most accurate perception of your teaching because they experience first-hand how you teach in the actual situation, as opposed to how you may teach when you are being observed by outside parties.

General Guidelines

Some important guidelines to keep in mind when seeking feedback from your students:

- Anonymity – allowing students to give feedback anonymously makes it more likely that they will be honest and forthcoming.
- Explain why – explaining to students why you are requesting their feedback and stressing the importance will make them more likely to respond and take it seriously, especially if they see the benefit to themselves.
- Report back – in the case of formative feedback, be sure to report back to the students, acknowledging all of the feedback they gave with a chance to clarify the feedback and address what you can and cannot change. Be sure to explain why you cannot use some of the feedback they gave and why they won’t see change if that aspect is out of your control.
- Change – be sure to implement changes in your teaching for those aspects you have control over.
- General to specific – begin with simple questions and move to more difficult ones.
- Encourage discussion – ask questions that provoke elaboration as opposed to “yes” or “no” questions.
- Observation – use what is happening in your class to determine how it is going.

Challenges

Teaching Assistants at York have identified a number of challenges when requesting feedback from students. These challenges are presented in the form of questions and potential solutions are provided.
1. How to get students to give honest, quality feedback?
   a. Choose a day to request feedback when the students are likely to come to class, for instance, to hand in an assignment.
   b. Ask at the beginning or midway through the class instead of at the end.
   c. Be proactive. Tell the students or explain why you are asking for their feedback, include the benefit to them.
   d. Read the instructions aloud to your class. If your form has a ranking system, explain the rank, i.e. is “1” strongly agree or strongly disagree?

2. How to ensure consistency across multiple tutorials with different TAs?
   a. Connect with each other and communicate your intentions. If you want to request feedback from your tutorial group, request that the other TAs do the same. Perhaps you could collaborate on a feedback form you would all distribute. However, keep in mind that each classroom and TA is different and you will each have your own unique questions to ask.

3. How to separate tutorials from lectures and TAs from Profs when requesting feedback from students?
   a. Make it very clear to students the purpose of the feedback. Consider including an introductory paragraph describing the purpose of the feedback. See the appendix for a sample.
   b. Design your questions accordingly.

4. How to get feedback if you have minimal student contact?
   a. Focus on the students you do have contact with…maybe it will be more informal.

5. How to get feedback if you do not have the support of the Course Director?
   a. Enroll in the TA Certificate in Teaching (TACT) course, where feedback from your students is required. The Teaching Commons provides you with a letter to give to your Course Director explaining your involvement in the TACT Course and its requirements.
   b. Observation or informal feedback. You will learn a lot about the rhythm of your class by just observing and paying attention to your students. Students can also be forthcoming with their feedback on your teaching, especially if you create rapport with them and are available to speak with them.

6. How to get feedback with so little time?
   a. Observation and later reflection.
   b. Combine obtaining feedback with content, using CATs, defined and described below.
   c. If you have a large class of students or are unable to read each student’s feedback, take a random sample to get an idea of the problem areas or feedback your students have provided.

Methods
There are a wide variety of ways to obtain feedback from your students, which differ in when and how they are utilized as well as their purpose.
Fast Early Feedback

Fast Early feedback is intended to provide some objective information about your class and to identify areas for improvement in a quick and efficient manner. At the beginning of the course, the following questions might help guide your thinking and construction of various methods to obtain feedback from your students:

- What are the learner expectations, interests and uses for this course content?
- What previous knowledge and experience do learners have in the subject area?
- What fears, concerns and needs might the learners have?

To create your own feedback forms see the appendix for an extensive list of questions and comments to choose from.

Introductory Questionnaire:

On or before the first day of class, give your students a questionnaire to fill out. The purpose of this questionnaire is to get to know your students and determine where they are coming from. Information you may want to collect includes: year of study, the subject of their major area of study or degree program, the reason(s) they are taking the course, their expectations of the course, their prior knowledge of the subject you are teaching and whether they have the prerequisites. You may also want to give them freedom to share with you anything else they feel is important for you to know. Invite students to speak with you privately if needed. This questionnaire can be distributed to students via email or through Moodle if you have access to email addresses or a Moodle site for the course (see an online alternative, TooFast, in the Online Feedback Section below). Otherwise, create a hard copy questionnaire and distribute and collect it on the first day of class. See the Appendix for some examples.

Fast Feedback Questionnaire:

Within the first few weeks of class or after the first homework assignment is returned distribute a questionnaire to your students focusing on how well your students understand the format, structure and grading requirements for the course as well as your teaching characteristics, like the clarity of your voice and handwriting. See the Appendix from some examples.

Midterm Feedback

It is ideal to ask for feedback midway through the term because your students have experienced your teaching style, your in and out of class assignments as well as your assessment and grading. This is also the time you may request feedback from your students on the content of the course to help you determine how well you are teaching the material and determine if they are grasping it. The Classroom Assessment Techniques (CATs) are provided to help you with this. The objective is to attempt a mid-semester correction that leads to high final quality performance. Be aware of the timing when asking for feedback from your students. For example, if you ask directly after a midterm test you will likely get comments related mainly to the test. During the course, the following questions might help inform your teaching and the creation of various assessment strategies:
• Are the learners achieving the intended objectives or outcomes?
• Are learners enjoying the course? Satisfied with it?
• Is the group working well together or are there problems?
• Is the pace, organization, and presentation of material satisfactory?

START, STOP, CONTINUE:
Ask students to write the words START, STOP, CONTINUE on a sheet of paper with room between each one for them to write comments. Under START, ask students to identify what they would like you, the TA, to start including in tutorials/labs. Under STOP, ask students to identify what they wish you, their TA, would stop doing. Under CONTINUE, ask students to identify what they find helpful and enjoyable in the tutorial/lab. If you prefer to prepare a sheet for your students to fill out, see a sample in the Appendix.

Classroom Assessment Techniques (CATs):

One-Minute Paper:
Give students 3-5 minutes to write down their response to one or two questions. Examples include: What was the most important thing you learned today? What two important questions do you still have; what remains unclear? What would you like to know more about? This activity is meant to focus students on the day’s content as well as provide feedback to you as a teacher. Papers should be collected and may also form the basis of the next class’s discussion. For examples of other questions you may want to ask, see the Appendix.

Focused Listing:
For a particular topic that the class has just studied, ask students to make a list of the important words that best describe the topic. Limit either the number of words or give a time limit. Collect the students’ anonymous responses and sort them into piles according to accuracy or appropriateness. Review the findings with your students during the next class.

Directed Paraphrasing:
Ask students to summarize a specific reading, lecture, or what they have learned about a particular topic for a specific audience and purpose, and within a specific page length or time limit. For development of particular skills, have students observe a demonstration of a skill. After the demonstration, ask students to read about the technique and then have them write the steps involved to perform the skill in their own words. This is actually a form of practice. During the next class, have your students preform the skill.

1 Terri-Jane Stapleton presented this method during the 2013-2014 Senior Teaching Assistant Program.

Stand Where You Stand:
This strategy can encourage the safe discussion of controversial topics. There are two ways that this activity can be done, depending on the size of your class and the layout of your classroom. For smaller classes with an appropriate layout, designate each wall in the room to be strongly agree, agree, disagree and strongly disagree. Select a controversial position, ethical or moral statement and have students share their viewpoints by using their feet to go to the side of the room that best represents their opinion. Ask students to share their viewpoints. Encourage students to move to another location if they change their mind. For large classes this may be difficult to implement, so instead you may use the “stand if you…” activity. Students are asked to stand where they are seated if they agree with the statement you make. For example, “Stand if you agree that all cutting of old growth timber should be banned.” Then students that agree with this statement would stand. Again, ask students to share their viewpoints and encourage those to stand or sit if they change their mind.

Value Line:
For a controversial topic, draw an imaginary line at the front of the room and distinguish one end to be 0 (strongly disagree) and one end to be 10 (strongly agree) ask students to line up on the line according to the degree to which they agree with the topic/statement. Go down the line and ask each student to identify their number (including decimal points) as well as an explanation of why they chose that number and why they agree/disagree with the statement.

Murkiest Point:
Ask students to write down on a piece of paper the concept that is the most difficult for them to understand or that they are struggling with. Review the students’ anonymous responses and address the most common concepts in the next class. Provide students with additional resources on all identified concepts and schedule review sessions to go over all identified concepts before the final exam.

SPARK:
SPARK (Student Papers and Academic Research Kit) is a modular, online tool which helps students to identify and develop the skills required to write academic essays. The resources made available in SPARK take the form of worksheets or activities, and these may be selected, sequenced, or adapted to align with specific course goals and disciplinary contexts. You may use these worksheets and resources to provide you with feedback on how your students are grasping the concepts or acquiring the skills you are teaching. The student module, including all resources and a link to the faculty guide is available on the SPARK website: http://www.yorku.ca/spark/

Informal Feedback:
You can learn a lot about your class and your students by simply observing them and paying attention to the questions they ask or the comments they make in class and during office hours. To keep track of this information it may be useful to make notes and use these observations, questions and notes to plan your next class. Another
informal method for obtaining feedback from your students is to give students the option of writing an anonymous note to you providing you feedback on your teaching or allowing them to tell you anything they would like you to know about the class.

**End of Term Feedback**

Most courses at York have online course evaluations and there is often a small section for your students to evaluate you as their TA. To determine whether the course you TA for has online evaluations, including feedback for you as the TA, ask your Course Director. To access the results of your course evaluations log into the Online Course Evaluation system at [http://courseevaluations.yorku.ca](http://courseevaluations.yorku.ca) using your Employee Passport York account (not your student Passport York account). If you are unaware of what your employee Passport York account is, please contact accounts@yorku.ca. For more information on the Online Course Evaluation system at York University, please visit the following websites: [http://www.yorku.ca/oncehelp/](http://www.yorku.ca/oncehelp/) (for general information) and [http://www.yorku.ca/oncehelp/faq_tas.htm](http://www.yorku.ca/oncehelp/faq_tas.htm) (specifically for TAs).

If the course you TA for does not have online course evaluations it may be that the department in which you TA or the course director you TA for uses course evaluations in paper format. Ask your course director whether this is the case and also ask whether these course evaluations contain feedback for you as a TA and how you may get access to this feedback. If there are no course evaluations for the course you TA, or feedback for the TA is not included, consider preparing your own course evaluations.

At the end of the course, the following questions might help your reflection and construction of evaluations:

- Have the learning objectives or learning outcomes been achieved?
- Have individual goals been accomplished?
- How do the learners now feel about the course?
- Has their learning been relevant and useful for them?
- How well did the group work together?

There is great debate over the return rate of evaluations if they are online versus in paper format distributed in class. See examples of some course evaluations in the Appendix. For options on how to distribute evaluations online, see the next section.

**Online Feedback**

**Moodle:**

Moodle is the chosen Virtual Learning Environment (VLE) for York University. It allows you to create and execute numerous online interactions with your students, including designing and distributing your own feedback forms. The feedback can be anonymous and once you have created a feedback form you can save it as a template to use in the future. This will save time in the long run! However, you have to have a Moodle site for the course you TA and you must be an editing teacher in order to
access this feature. For instructions on how to create and distribute anonymous feedback forms, please visit the following address: https://moodle.yorku.ca/instructors/training/creating_feedback_activity.html

**TooFast:**
TooFast is a free, open source, online assessment summary tool. It can be found at the following web address: https://www.toofast.ca/. It allows anyone who creates an account to develop questionnaires to distribute to students. It is available 24/7/365. The tool gives you a link to each questionnaire that you create that you can distribute to students so that they may complete it online anywhere, anytime. TooFast provides multiple question formats and you can design and distribute as many surveys as you want. It compiles results instantly on the web and can be downloaded anytime. Results can be viewable by participants (if you allow this when creating your questionnaire) and provides a summary of results in chart form, both pie chart and bar graph. The results sent to the survey creator are separated by each participant and complete answers are given for each question, including comments. You can download non-aggregated results either on the web or in pdf or excel format. You can also view the results online that are presented to participants. These results are more descriptive than the ones the survey creator can download, as they include pie charts and bar graphs to give visual representation of results (this is not given in the downloadable results for the creator). TooFast gives the creator a number of different options, including allowing the weblink for results to be made public or private and being notified by email after each response.

**Through a Program**

**TA Certificate in Teaching (TACT):**
The TA Certificate in Teaching (TACT) is a free SEDA accredited course for Teaching Assistants who hold a TA position at York University during the same semester that they enroll in and complete TACT. It comprises 5 three hour face to face sessions plus an additional online component (4 online modules). The course aims to build on the TA’s current experience in an iterative way by bringing in new knowledge and skills to enable them to develop their own teaching style. As part of the development of a teaching dossier, which is the final assessment piece for TACT, participants are required to solicit feedback from their students on their teaching. A summary of this feedback along with a personal reflection are included in the teaching dossier. To assist with and promote good communication between Course Directors and TAs, each TACT participant is provided with a letter from the Teaching Commons outlining the requirements for the program and requesting the Course Director’s cooperation in allowing TAs to solicit feedback from their students and fulfilling the other requirements. See a sample of this letter and a form from TACT used to solicit feedback from students in the appendix.
Obtaining Feedback from Colleagues

You may consider requesting feedback from peers and/or mentors, including experienced course directors. This is an excellent way for you to receive a variety of different points of view about your teaching and potentially obtain future references. You should provide your observer with an observation/feedback form to fill out and ask your observer to provide written feedback identifying what you did well and what can be improved. For sample forms, see the Appendix.

General Guidelines

PRIOR TO THE OBSERVATION
Have a short meeting to discuss any points of emphasis that you would like examined. (Is there a specific aspect of your teaching that you want examined?) The observer should be clear on your goals and should review any relevant material ahead of time (e.g. class outline, homework/assignment that students were asked to do).

DURING THE OBSERVATION
As the observer, show up on time for the session. The TA/instructor should teach as normal – don’t change because you are being observed! You should introduce the observer to the class and explain the purpose of his or her visit. The observer should comment on all of the categories on the form (if applicable). Any additional observations can be put in the extra space provided or on a separate piece of paper.

AFTER THE OBSERVATION
The observer should review the notes on the form and make any additions that are necessary. If the form is “messy,” rewrite on another form. The peer observer and TA should meet directly after the class observation to discuss the results. Keep a copy of the observation form for your teaching dossier!

The following guidelines, from the ISW Handbook for Participants, are recommended when receiving verbal feedback:

- Make eye contact with the person giving you feedback.
- Accept all feedback initially.
Separate your feelings from the content.  
Avoid attempting to re-teach the lesson in response to the feedback.  
Paraphrase what you hear and verify this is what your observer meant.  
Ask for clarification or specific examples if the feedback is unclear.  
Give honest, experiential responses.  
Focus on the positive.  
Determine the importance of the feedback to you.

You may request that your observer give you constructive feedback that will help you identify the areas in which you excel and the areas in which there is room for improvement. You may want to refer them to the following list of guidelines for giving constructive feedback from the ISW Handbook for Participants:

- Specific, rather than general.
- Descriptive, as opposed to evaluative, and avoids using judgmental terms, such as “good” or “bad”. Consider ranking the behavior as more or less instead.
- Behavioural, rather than inferential. Refers to what the person does, rather than to personal characteristics and avoids suggesting reasons for their actions.
- Balanced. Focus first on the positive and then give suggestions for development.
- Manageable amounts of information are provided, without overloading.
- Changeable, in that it is directed toward behavior that the TA can change.
- Solicited, rather than imposed. Decide on the value the feedback will have for the person receiving it, not on the degree of “release” it gives you to express it. Feedback is often most useful when the receiver identifies particular areas for the observer to focus on or specific questions to answer.
- Timely. Be sure to make time directly after the observation to meet with the TA you are observing to report back on your observations and feedback.
- Checked for understanding to ensure clear communication.

Peer Observation and Feedback

Peer evaluation has been used in academia for many years when it comes to hiring and tenure decisions, grant applications etc. Now, many institutions use peer observation as a means of evaluating and improving the teaching of educators. As a result of the observation process, it is hoped that you will gain new ideas and perspectives about teaching from your colleagues.

Challenges

1. None of my peers are available to observe me.  
   a. Enroll in the TACT course, which requires each participant to observe and be observed teaching by a fellow TACT participant. 
   b. Consider asking a colleague that attends the same research seminar as you to observe your teaching during a research seminar presentation you give.
2. There is nobody in the TACT course I am taking that teaches in the same discipline as me.
   a. Keep in mind that you are requesting feedback on your teaching, not on the content that you are teaching to your students. Ask your observer to pay attention to the way you teach, not what you are teaching. It may be beneficial to have someone outside of your discipline provide feedback on your teaching that has a unique perspective.

3. I do not agree with the observations and feedback that my peer observer identified.
   a. Try to receive their observations and feedback with an open mind. Perhaps have someone video tape your teaching and watch yourself to see if you can see what they observed.

4. My peer observer did not provide feedback on what I was hoping for or expected.
   a. Meet with your peer observer before the class they will observe and go over the specific aspects of your teaching you would like feedback on. Use the TACT Class Observation Notes (provided in the appendix) or a similar form to have your peer observer complete, which includes a space for them to record the aspects of your teaching you are most interested in receiving feedback on.
   b. Create a Teaching Observation Form Checklist (see below and a sample in the Appendix) which identifies the particular aspects of your teaching you would like observed and receive feedback on.

**Methods**

At the Teaching Commons we offer a number of programs that require participants to obtain feedback on their teaching from each other and so participants are supported in this process. However, you may find that simply approaching one of your peers, asking them to come to your next tutorial to observe you teaching and provide feedback is what would work best for you.

**TA Certificate in Teaching (TACT):**

The TA Certificate in Teaching (TACT) is a free SEDA accredited course for Teaching Assistants who hold a TA position at York University during the same semester that they enroll in and complete TACT. It comprises 5 three hour face to face sessions plus an additional online component (4 online modules). The course aims to build on the TA’s current experience in an iterative way by bringing in new knowledge and skills to enable them to develop their own teaching style. As part of the development of a teaching dossier, which is the final assessment piece for TACT, participants are required to observe and be observed teaching once by a fellow TACT participant. A summary of this feedback along with a personal reflection are included in the teaching dossier. To assist with and promote good communication between Course Directors and TAs, each TACT participant is provided with a letter from the Teaching Commons outlining the
requirements for the program and requesting the Course Director’s cooperation in allowing TAs to invite a guest TA into their class to observe their teaching once during the term as well as fulfilling the other requirements. See a sample of this letter and a copy of the TACT Class Observation Notes, used to assist in the observation of a fellow TACT participant’s teaching, in the appendix.

**Instructional Skills Workshop (ISW):**
Currently the ISW is only offered to TAs employed in the Teaching Commons, that is Teaching Commons Tutors (TCTs). However, as we grow, we hope to be able to offer the ISW to experienced TAs, particularly those that have completed the TA Certificate in Teaching (TACT).

The ISW is a peer-based workshop in which participants will design and conduct three “mini-lessons” and receive reflective verbal, written and video feedback from the other participants who have been learners in the mini-lessons.

**Informal:**
Request that one of your peers attend your class/lab/tutorial and observe your teaching. Follow the general guidelines outlined at the beginning of this section. You may consider getting feedback on your teaching from a variety of peers, someone from your discipline and someone that is not from your discipline, for example.

**Mentor Observation and Feedback**
In a mentor-type relationship, you can utilize the feedback received from a course supervisor to enhance your current and future TA work. If you are considering a career in academia, most institutions require at least one reference letter about your teaching and a reference provided by a faculty member that has actually observed you teaching is much stronger.

**Challenges**
1. The Course Director I TA for is not available or willing to observe me.
   a. Ask another professor in your department or at York that you know, in particular your supervisor.
2. The Course Director I TA for does not share the same philosophy of teaching that I believe in so I do not feel they are a suitable observer.
   a. Ask another professor in your department or at York that you know, in particular your supervisor if they share your philosophy of teaching.
   b. Consider approaching a teaching award winner at York and asking them to supervise your teaching at their convenience.
3. None of the professors at York that I know support teaching development and all of them want me to focus on my research.
a. Consider approaching a teaching award winner at York and asking them to observe your teaching at their convenience.

**Methods**

At the Teaching Commons we support TAs with their professional development. We offer a certificate program in which TAs are mentored and given feedback by more experienced TAs that have completed our series of certificate programs in teaching and professional development. However, you may find that direct feedback on your teaching from a more experienced professor is more beneficial to you.

**Senior Teaching Assistant (STA) Program:**
The externally accredited course runs over four sessions over seven months in addition to a full day symposium in May. It is a ‘hands on’ course, in which you will be required to deliver at least three events to Graduate Students at York. Time is allocated in the sessions for you to reflect on the events run during the course and to discuss ‘how it went.’ You will be paired with a Teaching Commons Tutor (TCT), someone who has already successfully completed the STA program, who will guide and support you throughout the entire program. The TCTs will review and provide feedback on your lesson plans, observe your facilitation of workshops and provide written and oral feedback, and may also assist in the answering of questions you may have about the STA program or educational development.

**Informal:**
Request that a faculty member experienced in teaching attend your class/lab/tutorial and observe your teaching. Follow the general guidelines outlined at the beginning of this section. You may want to carefully consider who you ask to observe and provide feedback on your teaching, especially if you will request a reference letter from them.
Self-Evaluation and Reflection

Donald Schön’s (1983, 1987) “formative and influential notion of ‘reflective practice’” (Bleakley, 1999, p. 319) has been widely adopted in higher education. The Reflective Practitioner (1983), challenged practitioners to reconsider the role of technical knowledge versus "artistry" in developing professional excellence. While, Educating the Reflective Practitioner (1987), proposed that professionals who receive coaching/encouragement to think about what they do while they do it, learn in more profound ways. He coined two types of reflection. Reflection-On-Action is the term used to describe the type of reflection most commonly thought of. It is retrospective; the contemplation of an event after it has taken place. Whereas, Reflection-In-Action is the ability to think on one’s feet, where thinking and doing coincide in moment-to-moment adaptation. It is the sticky moment of indecision that feeds on shifts in circumstance forcing improvisation and risk. It is not learned but rather a surfacing artistry. In this section we will focus more on strategies for Reflection-On-Action, but would also like to encourage you to continually develop your Reflection-In-Action.

General Guidelines

These “Reflection Guidelines” have been adapted from the same named section of the SMED Licensure Handbook from Oregon State University, which is available at the following link: [http://blogs.oregonstate.edu/smedhandbook/part-time-student-teaching/reflections-guidelines/](http://blogs.oregonstate.edu/smedhandbook/part-time-student-teaching/reflections-guidelines/)

Educational philosopher and theorist John Dewey (1933) recognized that it is the reflection on our experiences that leads to learning – not merely the experience itself. We learn from those experiences that we ponder, explore, review, and question. So, it is very important that you not only reflect on your own teaching and what happens in your classrooms, but also reflect on the feedback you receive from your students, peers and mentors when completing any of the strategies outlined in the previous sections of this guide.


Each lesson reflection will have a different focus, depending on the events that unfold. The following are suggestions of questions to consider in your reflections.

**Analysis of the Lesson**
This is not a step-by-step description of the lesson. Rather you should provide specific evidence to support claims that you are making about the lesson itself:

- Was the timing appropriate?
- Did the activities align with your objectives?
- What were the particular benefits and drawbacks of the methods you chose?
- Would a different method have been better (i.e., a lab rather than a demonstration)?
- Did you have enough questions?
- Were the questions at the appropriate level?
- What would you do differently and why? Clarify both how you would do this lesson differently but also on changes that you will be making in future lessons.

**Evidence of student learning**
As you are teaching your lesson, you will be constantly assessing the students’ progress. Your reflection is the opportunity to summarize and analyze what you were considering about students during the lessons. Reflect on the student learning, identifying specific situations and your reaction to those situations. Some examples of questions you might consider are:

- Do you have specific concerns about their progress?
- Were the students engaged and motivated?
- What happened in the lesson that seemed to motivate students to be engaged in the lesson?
- Which students were actively engaged and which ones had disengaged?
- What can you do to engage the students more, and to more appropriately meet student needs?
- What do your students understand as a result of your lesson? What evidence do you have for this claim?

**Implications for Future Lessons**
This section describes how you use your learning from this lesson to rethink or revise future lessons.

Consider alternatives:

- Are there other ways you might consider structuring this lesson in the future?
- Are there other strategies or resources that you could have used to support student learning?
- What evidence suggested this change?
Based on your observations of students’ participation in class and written work;

What will you do next?

- Did things come up that will change what you do tomorrow or later in the unit?
- Are there topics on which you need to spend more (or less) time?
- What else has today’s lesson made you think about regarding your teaching?

When reflecting on the feedback you receive from students, peers and mentors in either a solicited (via any of the techniques described in the previous sections of this manual for instance) or unsolicited (voluntary observations or comments made by your student, for example) manner, the following questions, from the ISW Handbook for Participants, may help inspire and guide your thoughts:

- Based upon what the learners said, what would you say was the most important feedback about
  a) the strengths of the lesson?
  b) areas of improvement?
- What was the biggest surprise?
- What are the implications for your next lesson/class?
- What was the most treasured piece of feedback about your strengths as an instructor that you received? Why?
- How might you build on this or other strengths in your teaching?
- What feedback still feels rather challenging or puzzling to you?
- Can you think of other comparable situations in your teaching that might provide insight into this issue?

### Challenges

1. I cannot remember what happened in the class that I taught.
   a. Keep a journal to jot down important points or occurrences that happened in your class, particular thoughts you had or observations you made. Keep this journal with you and write in it directly after you finish teaching your class.

2. I am rarely assigned to TA for the same course twice, so reflecting on how one particular course went doesn’t seem to be useful for future courses that I teach.
   a. Reflecting on your teaching is primarily to inform and develop your teaching skills. The added bonus of improving your course design for a particular class is just that, an added bonus. What you will focus your reflections on will depend on your own personal use and benefit.

3. I cannot remember what this comment from my observer meant or was in reference to.
a. You may consider meeting with your observer again to go over the feedback form they completed while they observed you, or simply email them asking them if they recall this comment you cannot understand.

b. It may be difficult for an observer to recall what they wrote on the form and what it was in reference to, so it is very important to meet with your observer directly after the lesson to talk through all of the feedback. Make notes on the feedback form for yourself so that when you read it later, or when someone else reads it (if you will use it in your teaching dossier for example) everything is clear.

c. Reflect on the observation and feedback you received directly after the observation takes place and document this reflection for future use.

4. I do not understand one of the comments made by one of my students on a formative feedback form.

   a. Remember that it is good practice to anonymously review the feedback with your class and make sure that you change anything that is in your control. When reviewing the feedback with your class you can identify the feedback you do not understand and explain to them you are unsure what your students need. This may invoke voluntary discussion from a number of your students who identify with the comment and can give you ideas about what it could mean or they may provide their own personal feedback, which was inspired by this comment they had not thought of. However, chances are you may not get any volunteers to speak as this group discussion is no longer anonymous. In this case, invite anyone to write you an anonymous note explaining this comment or providing further feedback based on this or other comments. Revealing others’ feedback may invoke thoughts in other students that they would like to share. Ask the students to leave the notes in a drop box or your mailbox so that it remains anonymous.

Methods
The following strategies can be used to assist you with Reflection-On-Action.

Reflections after Class:
After each class that you teach, take a few moments to reflect on what happened. Consider some of the questions identified in the general guidelines section above. This can be done in whatever manner works best for you, like in your office after class or on your walk/commute home. It will be most effective if it is used to inform the planning for your next class.

Journal Writing:
Consider keeping a journal to record or document your personal reflections on your teaching as well as reflecting on any feedback you receive on your teaching. You may
want separate journals for each course/tutorial/lab that you teach and/or separate sections, including separate sections for reflections on feedback. Journals are very personal so organize them in whatever way will work best for you. Also consider your own personal needs when deciding how often to write in your journal. You may choose to write in it every single day or perhaps more sporadic. Just make sure that it becomes a habit to write in your journal when important observations are made, either by you, your students or observers and when important occurrences happen.

Checklist Forms:
Create a checklist for yourself on all aspects of teaching that you would like to emulate. Consider your personal goals in teaching when creating the criteria as well as the particular aspects you would ask an observer to pay attention to. You may decide to create one checklist to serve multiple purposes, i.e. for your own personal evaluation/reflections and to be used by your peer/mentor observers when providing you with feedback on your teaching. You may want to include a comments section on the checklist form for you to reflect on your teaching and/or for your observer to make detailed comments. See the Appendix for examples of a self-diagnostic checklist as well as a teaching observation form checklist which could be used for these multiple purposes.

Year-end Reflections:
Taking time at the end of your course to reflect on your teaching as well as the design of your tutorial/lab will not only benefit your teaching and the course, but will also save you time and energy planning in the future if you teach this course/lab again. The following questions might help you evaluate and reflect on your teaching:

- How effective were your skills and methods as an instructor?
- How well organized/prepared was the course?

Video Feedback:
Ask a peer to attend your class and videotape your teaching. You should introduce your camera operator to the class and explain to them that he/she is here solely to videotape your teaching and the camera will be focused on you the entire time. Explain to them that the video will be solely used to inform your teaching and you will be the only one to view it. However you might want to have your students fill out a video consent form just in case they are caught on film. See the Appendix for a sample form.

The video is a representation of how you appear to others. You may look and sound different than you expect. Video is helpful because it provides a permanent record that is a detailed account of the lesson. Review your video as soon as possible after the lesson while the lesson is still fresh in your mind. Watch the video in a variety of ways: with no sound so you can concentrate on hand and body movements; on fast forward so you can take note of any repeated movements. However, what you may find “distracting” or “annoying” may be of little concern to your learners. Consider asking for their feedback after viewing your video if there are particular questions you have.
References


Learning and Teaching Centre at the University of Victoria. (2012). Formative Feedback for Teaching Assistants (TAs) at UVic. Retrieved from http://www.ltc.uvic.ca/servicesprograms/taprod/index.php


A video prepared by 2013-2014 Senior Teaching Assistants: Joanne Azevedo, Holly Clayton and Terri-Jane Stapleton, can be found by visiting the following web link: 
https://www.youtube.com/watch?v=m8-uMxMC-VQ
Introductory Questionnaire
Student Information Sheet
Discussion/Lecture

Course/Section____________ TA__________________
Date____________

Name:
Major/Classification:
Email:

List the prerequisites you have had relevant to this course.

List the courses you are taking concurrently with this course.

Describe your personal expectations with regard to this course.

What do you expect of your TA in this course?

Adapted from Teaching Assistant Evaluation and Improvement Handbook
Introductory Questionnaire
Student Information Sheet
Laboratory

Course/Section____________ TA__________________
Date__________________

Name:
Major/Classification:
Email:

List the prerequisites you have had relevant to this lab.

List the courses you are taking concurrently with this lab.

Describe your personal expectations with regard to this lab.

What do you expect of your TA in this lab?

Are you experienced with any laboratory equipment potentially relevant to this lab?

Have you had a course in First-Aid procedures? Yes No
CPR? Yes No

Adapted from Teaching Assistant Evaluation and Improvement Handbook
Student Feedback Questionnaire

Dear student,
Let’s work together to make this class a better learning experience for all!

I would appreciate if you would take a few minutes to answer the questions below regarding how this course is going so far from your perspective. Your comments will be treated in confidence and will help me understand what is working well and what could use some improvement. I welcome all suggestions, so please be specific as possible and use examples. Your feedback will be useful for tutorial planning for the Winter term.

1. What do you like about the class/tutorial and your student learning in our classroom? Be specific. Provide examples.

2. Has anything hindered your learning in this class? If yes, please explain and suggest what might be done differently?

3. How might you, as a student, contribute to positive change in student learning in the class? Be specific.

4. Do you have any other suggestions?

Thank you for taking the time to provide feedback!

Adapted from Pat Breton’s Formative Student Feedback Form GWST 2510A, Nov 5, 2013 and the UVic T/A Feedback Manual 2012
# Fast Feedback (Option A)
Discussion/Lecture/Laboratory

Course/Section__________  TA__________________  Date__________

This form is read only by your TA.

<table>
<thead>
<tr>
<th>Question</th>
<th>(Yes)</th>
<th>(No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I speak audibly and clearly?</td>
<td>5-----4----3----2----1</td>
<td></td>
</tr>
<tr>
<td>Can you read my writing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the course syllabus and reading assignments clear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you understand all the instructions and class procedures that I announced?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you find my teaching-style suitable for this class?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I encourage questions, involvement and debate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I answer questions effectively?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have any scheduling conflict with the office hours?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the pace of the course about right?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fast Feedback (Option B)
Discussion/Lecture/Laboratory

Course/Section__________  TA__________________  Date____________

This form is only read by your TA. Specific comments are especially appreciated.

1. Can you hear me clearly?
   If no, what are the problems? (volume level, accent, habit of chopping trailing words, etc.)

2. Can you read my writing?
   If no, what are the problems? (size of writing, style of writing, etc.)

3. Do I have any annoying habits?
   If yes, what are they?

4. Do I answer questions satisfactorily?
   If no, could you cite instances of this?

5. Do you have any scheduling conflict with the office hours?
   If yes, with which one?

6. What do you like most about the (discussion or lab) session?

7. If you were a TA, what would you change in the current (discussion or lab) format?

8. What do you like most about the TA?

9. What would you like the TA to improve or change?

Any other comments or suggestions?
Mid-Semester TA Evaluation - Laboratory

Course/Section ________________ Instructor ________________ Date ____________

Please evaluate your TA. This form is read by only your TA. Specific comments are especially appreciated.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
<th>Not Applicable (NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The material covered is presented in an organized way:</td>
<td>SA A D SD NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The TA makes the material interesting:</td>
<td>SA A D SD NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The TA stimulates my thinking:</td>
<td>SA A D SD NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The TA is knowledgeable about the material:</td>
<td>SA A D SD NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The TA is willing to help me:</td>
<td>SA A D SD NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The TA encourages me to learn:</td>
<td>SA A D SD NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I am learning from this TA:</td>
<td>SA A D SD NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The TA adequately answers my questions:</td>
<td>SA A D SD NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The TA adequately aids me when experimental difficulties are encountered:</td>
<td>SA A D SD NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The demonstrations are helpful:</td>
<td>SA A D SD NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The grading explains where my logic and understanding are incorrect:</td>
<td>SA A D SD NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The TA praises outstanding and/or original thinking:</td>
<td>SA A D SD NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The TA gets the class involved:</td>
<td>way too little</td>
<td>about right</td>
<td>way too much</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Do the presentations have any of the following problems? (circle all that apply):</td>
<td>none</td>
<td>writing too small</td>
<td>writing too light</td>
<td>writing too low</td>
<td>erased material too soon</td>
</tr>
<tr>
<td>15. Does the TA’s speech have any of the following problems? (circle all that apply):</td>
<td>none</td>
<td>too soft</td>
<td>too loud</td>
<td>too fast</td>
<td>too slow</td>
</tr>
<tr>
<td>16. Is there anything about the class or TA that can be improved? Any suggestion on how to do it?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. What are the TA's strengths?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any other comments?
### Mid-Semester Course Evaluation - Laboratory

Please evaluate this lab. This form is read by only your TA, but the results may be shared with the course supervisor. Specific comments are especially appreciated.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The amount of material covered in this lab is too much.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>The grading is fair, impartial and well defined.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>Written comments on returned assignments are helpful.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>The pace of the class is:</td>
<td>too slow</td>
<td>about right</td>
<td>too fast</td>
<td></td>
</tr>
</tbody>
</table>

The lab notes/instructions are (circle all that apply): NA

- Excellent
- Easy to understand
- Complex
- Boring
- Vague
- Misleading
- Incorrect
- Verbose
- Out-dated
- Other:

If a textbook is used, it is (circle all that apply): NA

- Excellent
- Easy to understand
- Complex
- Boring
- Other:

The pre-lab lecture (if one exists for this lab) (circle all that apply): NA

- Is adequate for lab
- Covers too much
- Covers too little
- Is not needed
- Properly introduces theory

The pre-lab assignments (if they existed) are (circle all that apply): NA

- Dull
- Interesting
- Helpful
- Seldom Instructive
- Too difficult
- Too easy
- Too much work
- Other:

The laboratory assignments are (circle all that apply):

- Time: Sometimes too short
- About right
- Occasionally too long
- Too long
- Difficulty: Sometimes too easy
- About right
- Sometimes too hard
- Too hard
- Interesting: Dull
- Occasionally
- Often
- Usually
- Instructive: Seldom
- Occasionally
- Often
- Usually

How many hours per week do you spend working on this lab? ________

What grade are you expecting in this lab? ________

Any other comments?
Mid-Semester TA Evaluation - Lecturer

Course/ Section ____________ TA ______________ Date ________

Please evaluate your TA. This form is read by only your TA. Specific comments are especially appreciated.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The material covered is presented in an organized way:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>2. The TA makes the material interesting:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>3. The TA stimulates my thinking:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>4. The TA is knowledgeable about the material:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>5. The TA is willing to help me:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>6. The TA encourages me to learn:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
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<tr>
<td>7. I am learning from this TA:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>8. The TA adequately answers my questions:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>9. The TA gets the class involved:</td>
<td>way too little</td>
<td>about right</td>
<td>way too much</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Do the presentations have any of the following problems? (circle all that apply):
    - none
    - writing too small
    - writing too light
    - writing too low
    - erased material too soon
    - obstructed
    - too messy
    - undefined symbols
    - other (please specify):

11. Does the TA’s speech have any of the following problems? (circle all that apply):
    - none
    - too soft
    - too loud
    - too fast
    - too slow
    - poor grammar
    - filler words (“um,” “ah”)
    - sexist
    - racist
    - complex
    - slurred
    - monotones
    - poor English
    - other (please specified):

12. Is there anything about the class or TA that can be improved? Any suggestion on how to do it?

13. What are the TA’s strengths?

Any other comments?
# Mid-Semester Course Evaluation

**Course/ Section ____________ TA ____________ Date ____________**

Please evaluate this course. This form is read only by your TA, but the information may be shared with the course supervisor. Specific comments are especially appreciated.

## Course Assessment:

<table>
<thead>
<tr>
<th>The amount of material covered is too much.</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The grading is fair, impartial and well defined.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>Written comments on returned assignments are helpful.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
</tbody>
</table>

The pace of the class is: 
- too slow
- about right
- too fast

The textbook is (circle all that apply): NA

- Excellent
- Easy to understand
- Complex
- Boring
- Vague
- Helpful
- Incorrect
- Verbose
- Out-dated
- Other:

If class notes are used, are they (circle all that apply): NA

- Excellent
- Easy to understand
- Complex
- Boring
- Vague
- Other:
- Helpful
- Unhelpful
- Incorrect
- Verbose
- Out-dated

The assignments are:

- **Difficulty:**
  - Occasionally too easy
  - About right
  - Occasionally too hard
  - Too hard
- **Frequency:**
  - Too infrequent
  - About right
  - Occasionally too often
  - Too often
- **Amount:**
  - Too little
  - Adequate
  - Enough
  - Too much
- **Interesting:**
  - Seldom
  - Occasionally
  - Usually
  - Very
- **Instructive:**
  - Seldom
  - Occasionally
  - Usually
  - Very

Which assignments have been most relevant to the course?

What percentage of the classes have you attended this semester? ____________

How many hours per week do you spend working on this course? ____________

What grade are you expecting in this course? ____________

Any other comments?
### Mid-Semester TA Evaluation - Discussion Leader

**Course/ Section ________________ TA ________________ Date ____________**

Please evaluate your TA. This form is read only by your TA. Specific comments are especially appreciated.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The material covered is presented in an organized way:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>2.</td>
<td>The TA makes the material interesting:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>3.</td>
<td>The TA stimulates my thinking:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>4.</td>
<td>The TA is knowledgeable about the material:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>5.</td>
<td>The TA is willing to help me:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>6.</td>
<td>The TA encourages me to learn:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>7.</td>
<td>I am learning from this TA:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>8.</td>
<td>The TA adequately answers my questions:</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>9.</td>
<td>The TA reinforces the ideas presented in the lecture.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>10.</td>
<td>The TA clarifies difficult concepts presented in the lecture.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>11.</td>
<td>The TA appears to be well informed about the lecture material.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>12.</td>
<td>The TA gets the class involved: way too little</td>
<td>about right</td>
<td>way too much</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Does the TA’s speech have any of the following problems? (circle all that apply):
   - none
   - writing too small
   - writing too light
   - writing too low
   - erased material too soon
   - obstructed
   - too messy
   - undefined symbols
   - other (please specify):

14. Does the TA’s speech have any of the following problems? (circle all that apply):
   - none
   - too soft
   - too loud
   - too fast
   - too slow
   - poor grammar
   - filler words (“um,” “ah”)
   - sexist
   - racist
   - complex
   - slurred
   - monotonous
   - poor English
   - other (please specify):

15. What percentage of discussion sections have you attended thus far? ________

16. Is there anything about the class or TA that can be improved? Any suggestion on how to do it?

17. What are the TA’s strengths?

Any other comments?

Adapted from Teaching Assistant Evaluation and Improvement Handbook
Mid-Semester Course Evaluation

Course/Section ___________ TA ___________ Date _________

Please evaluate this course. This form is read by only your TA, but the information may be shared with the course supervisor. Specific comments are especially appreciated.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
</tbody>
</table>

Amount of material covered in this course is too much.

The grading is fair, impartial and well-defined.

Comments on returned assignments are helpful.

The pace of the class is:

too slow  about right  too fast

The textbook is (circle all that apply): NA

Excellent   Easy to understand   Complex   Boring   Vague
Helpful     Incorrect     Verbose    Out-dated     Other:

If class notes are used, are they (circle all that apply): NA

Excellent   Easy to understand   Complex   Boring   Vague   Other:
Helpful     Unhelpful     Incorrect    Verbose    Out-dated

The assignments are:

Difficulty:   Sometimes too easy   About right   Sometimes too hard   Too hard
Frequency:    Too infrequent   About right   Occasionally too often   Too often
Amount:   Too little   Adequate   Enough   Too much
Interesting:   Never interesting   Occasionally   Usually   Very
Instructive:   Seldom   Occasionally   Usually   Very

Which assignments have been most relevant to the course?

What percent of the discussion sections have you attended this semester? _________
What percent of the classes have you attended this semester? _________
How many hours per week do you spend working on this course? _________
What grade are you expecting in this course? _________
Any other comments?
START – please tell me anything you would like, me, your TA to start doing in tutorials/labs.

STOP – please tell me anything that you would like me, your TA, to stop doing in tutorials/labs.

CONTINUE – please tell me anything that worked well and you would like to see continue in this tutorial/lab
End- of -Year Student Evaluation
Course Code and Title
Date

Tutorial # TA: ____________

Now that our year together is almost over, I would appreciate your feedback about my teaching in this tutorial. As a continual learner, and to develop my skills in teaching, I value your comments about my teaching and how my teaching played a part in your learning.

Your feedback can speak to my teaching style, preparedness for tutorial, availability to provide additional assistance, and marking. You can also comment on my general strengths as a teacher and areas you think I can improve upon that might have better facilitated your learning.

Feel free to make additional comments. Participation is voluntary. If you want to remain anonymous, please do not include your name. I may use your feedback for my professional teaching portfolio.

1. What is it about my teaching that was most helpful for your learning?

2. What is it about my teaching that hindered your learning?

3. Can you please comment on my strengths as a teacher, inside and outside tutorial time (for example on-line and during office hours)? And also aspects to improve upon as a teacher?

4. Other comments/suggestions:

Thank you

Adapted from Pat Breton's Student Evaluation end-of-year Form GWST 2510A, March 18, 2014
Teaching Assistant Evaluation Form

Course: ___________ Term/Year: ___________ Instructor: ___________
Teaching Assistant: ___________________________ Please do not sign this form.

This form is used to indicate your views of the teaching assistant’s (TA) performance. Your opinions will not affect the TA’s funding or your marks in any way. If a question does not apply or you cannot make a judgment, leave it blank.

Please circle the most appropriate answer.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 I learned a lot from my TA in this course.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2 My TA in this course was an effective teacher.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3 My TA in this course showed concern for students.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4 My TA for this course was well prepared.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5 My TA for this course gave clear and helpful explanations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6 My TA for this course helped me understand difficult concepts.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7 My TA seemed genuinely interested in what she/he was teaching.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8 My TA for this course was approachable and helpful.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>9 My TA for this course was available for help when needed.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10 My TA encouraged student participation and interaction.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

The two questions below provide a chance for you to comment on the Teaching Assistant’s (TA’s) performance and how she/he might improve performance.

1 What did you especially like about this TA’s teaching?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2 Do you have any suggestions for improvement of this TA’s performance? □

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Adapted from Thiru Kanagasabai’s TA Evaluation Form KINE 2049, Fall 2013
## Evaluation of my teaching session

**NAME OF LECTURER**  
__________________________________________________________

**TITLE OF SESSION**  
__________________________________________________________

Please complete the following questionnaire. Each question is followed by a scale of 1 (the most negative response) to 5 (the most positive response).

**For this session:**

- The workload was too heavy 1 2 3 4 5
- The work was too difficult 1 2 3 4 5

**Overall:**

- The session was enjoyable 1 2 3 4 5
- The session was relevant to the degree being studied 1 2 3 4 5

**The Lecturer:**

- Was well prepared 1 2 3 4 5
- Presented the material clearly 1 2 3 4 5
- Organised seminar/workshops well 1 2 3 4 5
- Was accessible to students outside classes 1 2 3 4 5
- Stressed important material 1 2 3 4 5
- Was enthusiastic about the subject 1 2 3 4 5
- Knew what he was talking about 1 2 3 4 5
- Taught at an appropriate pace 1 2 3 4 5

On the back of this questionnaire please make helpful comments or list any ways you think the session could be improved. Comment too, if you wish, on major strengths and weaknesses of the session.

Adapted from the Student Evaluation Form from the TACT Course.
TACT Class Observation Notes

Pre-observation Notes
Instructor:
Observer:
Time and Place for the observation:
for follow up meeting:
Instructor’s goals for class being observed:
- 
- 
- 
The Instructor asks the observer to pay particular attention to:
- 
- 
Observer Notes:
Time | Observations | Impressions/ questions
--- | --- | ---
| | | 
| | | 
| | | 
| | | 
| | | 
| | | 
| | | 
| | | 
| | | 
| | | (cont. overleaf)

Immediate post observation questions
Was this a typical class?
How did you feel it went?
How well do you think you achieved your goals?
Specific questions based on the observation:
- 
- 
Observer Notes continued:
Time | Observations | Impressions/ questions
--- | --- | ---
| | | 
| | | 
| | | 
| | | 
| | | 
| | | 
| | |
# Teaching Observation Form Checklist

<table>
<thead>
<tr>
<th>Points to Consider</th>
<th>Check if completed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Material:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puts outlines on blackboard or overhead screen, so always accessible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>States learning outcomes, goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses headings and subheadings to organize material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situates material relative to the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gives several examples of each concept, some being concrete everyday examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defines new or unfamiliar terms</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Interactions:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirms students’ understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers help to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handles student problems and concerns effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Builds student rapport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides opportunities for student questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporates student ideas into lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks students and the whole class questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds effectively to student questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates respect around issues of diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Delivery:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses teaching aids effectively (blackboard, whiteboard or overhead)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of activities in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates equipment/techniques effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses graphs, diagrams, images to facilitate explanation</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates enthusiasm for the subject</td>
<td></td>
<td></td>
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<tr>
<td>Employs moderate pace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains eye contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses voice (speed, tone, volume, clarity) effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates mastery of the subject material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains appropriate movement throughout the room</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Observations:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Adapted from Teaching Observation Form from UVic T/A Feedback Manual 2012


## Self-diagnostic checklist

Record with a tick in the appropriate column the comments which come closest to your opinion of your performance in each of these areas:

<table>
<thead>
<tr>
<th>How well did I …?</th>
<th>Very well</th>
<th>Satisfactory</th>
<th>Not very well</th>
<th>Poorly</th>
<th>Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 link this session to other sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 introduce this session</td>
<td></td>
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</tr>
<tr>
<td>3 make the aims clear to the students</td>
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<tr>
<td>4 move clearly from state to stage</td>
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<tr>
<td>5 emphasise key points</td>
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</tr>
<tr>
<td>6 summarise the session</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7 maintain an appropriate pace</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8 capture students’ interest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 maintain students’ interest</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10 handle problems of inattention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 ask questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 handle student questions and responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 direct student tasks</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>14 cope with the range of ability</td>
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<td></td>
</tr>
<tr>
<td>15 monitor student activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 use aids as illustrations</td>
<td></td>
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<tr>
<td>17 make contact with all class members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 cope with individual difficulties</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 keep the material relevant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 use my voice and body movements</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>21 check on student learning</td>
<td></td>
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<td></td>
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<tr>
<td>22 build up student confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 convey my enthusiasm</td>
<td></td>
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</tr>
<tr>
<td>24 provide a model of good practice</td>
<td></td>
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</tr>
</tbody>
</table>
Examples of Statements and Questions to include on Feedback Forms or Classroom Assessment Techniques, like the One-Minute Paper:

The following questions are taken from "How am I Teaching," (Weimer, M. et. al. Magna Publications, Inc. 1988) and other evaluation forms, adapted from http://www.engr.wisc.edu/services/clc/tahand.pdf. If you wish to tailor a form of your own, read through this list of alternate questions and comments and select those you think are appropriate. It's a good idea to have a friend look them over to ensure that the ordering makes sense, and that the form can be filled out in the time that you have allotted. Consider leading the students to some answers, by listing some possible answers (both positive and negative). In a pilot project, Teaching Assistants at the University of Wisconsin-Madison found that students like being given different options, but others saw all the things that could be wrong and got a negative opinion of the TA even though they didn't circle the options. Don't expect the students to be able to "brain-storm" and come up with ways of improving your teaching in 2 minutes. If you ask open-ended questions, give them time and a reason for responding in detail.

Organization:
Begins class on time in an orderly, organized fashion
Previews lecture/discussion content
Clearly states the goal or objective of the period
Reviews prior class material to prepare students for the content to be covered
Provides internal summaries and transitions
Does not digress often from the main topic
Summarizes and distills main points at the end of class
Appears well prepared for class

Presentation:
Incorporates various instructional supports like slides, films, diagrams, etc.
Uses instructional support effectively
Responds to changes in student attentiveness
Uses a variety of spaces in the classroom from which to present material
Blackboard writing is large and legible.
Speech fillers for example "OK, Âh" are not distracting
Speaks audibly and clearly
Uses gestures to enhance meaning and not to release nervous tension (Repetitive gestures tend to do the latter)
Communicates a sense of enthusiasm and excitement toward the content
Use of humor is positive and appropriate
Presentation style facilitates note taking
Speech is neither too formal nor too casual
Difficult vocabulary is explained
Level of language is appropriate
Establishes and maintains eye contact with the class
Talks to the class, not the board or windows
Varies the pace to keep students alert
Selects teaching methods appropriate for the content

Rapport:
Praises students for contributions that deserve commendation
Solicits student feedback
Requires student thought and participation
Responds constructively to student opinions
Knows and uses student names -- Responds to students as individuals
Treats class members equitably
Listens carefully to student comments and questions
Tailors the course to help many kinds of students
Recognizes when students do not understand
Encourages mutual respect between students

Credibility and Control:
Responds to distractions effectively yet constructively
Appears comfortable and competent with the content
Responds confidently to student inquiries for additional information
Uses authority in the classroom to create an environment conducive to learning
Speaks about the course content with confidence and authority
Is able to admit error and/or insufficient knowledge
Respects constructive criticism

Content:
Includes illustrations
Selects examples relevant to student experiences and course content
Integrates text material into class presentations
Relates current course content to what's gone on before and will come after
Relates current course content to students' general education
Makes course content relevant with references to "real world" applications
Presents views other than his/her own when appropriate
Seeks to apply theory to problem solving
Explicitly states relationships among various topics and facts/theory
Explains difficult terms, concepts or problems in more than one way
Presents background of ideas and concepts
Presents pertinent facts and concepts from related fields
Presents up-to-date developments in the field
Relates assignments to course content
Clearly organizes assignments
Carefully explains assignments

Interaction:
Encourages student questions, involvement, discussion, and debate
Answers student questions clearly and directly
Gives students enough time to respond to questions
Refrains from answering his/her own questions
Responds to wrong answers constructively
Provides ample time for questions
Encourages students to respond to each other's questions
Encourages students to answer difficult questions by providing cues and encouragement
Allows relevant student discussion to proceed uninterrupted
Presents challenging questions to stimulate discussion
Respects diverse points of view

Active learning:
Clearly explains directions or procedures
Clearly explains the goal of the activity
Has readily available materials and equipment necessary to complete the activity
Allows opportunity for individual expression
Provides practice time
Gives prompt attention to individual problems
Provides individuals with constructive verbal feedback
Careful safety supervision is obvious
Allows sufficient time for completion
Provides enough demonstrations
Demonstrations are clearly visible to all students
Required skills are not beyond reasonable expectations for the course and/or students
Provides opportunities for dialogue about the activity with peers and/or the instructor
Allocates sufficient clean-up time within the class session

OPEN-ENDED QUESTIONS:
"How am I teaching" recommends giving the questions in pairs--positive and negative.

When do you find the instructor to be most helpful in your learning?
When do you find the instructor to be least helpful in your learning?

What am I doing right?
What improvements could we make? How can I improve?

When do you find the instructor making himself/herself most clearly understood?
When do you find the instructor making himself/herself least clearly understood?

When do you feel most intellectually stimulated by this course?
When do you feel least intellectually stimulated by this course?

When are you clearest about what material should be in your notes?
When are you confused about what material should be in your notes?

What material are you clearest about?
What material are you confused about?

When do you feel most convinced that the course is worth your effort?
When do you feel least convinced that the course is worth your effort?

When do you feel most certain that the instructor cares whether you succeed in the course?
When do you feel least certain that the instructor cares whether you succeed in the course?

When do you feel most sure that you understand the course objectives?
When do you feel least sure that you understand the course objectives?

When do you most want to discuss the material in this course?
When do you least want to discuss the material in this course?

When do you find yourself listening most intently to the lecture material in this course?
When do you find yourself listening least intently to the lecture material in this course?

Which assignments (class activities) are most relevant to the course objectives and student needs?
Which assignments (class activities) are least relevant to the course objectives and student needs?
Other open-ended questions that can be asked, including those that could be used for a 1-minute paper:

How can I make the subject more understandable? Interesting?
What would you change in the class?
What are my strengths/weaknesses?
Do you understand the course outline, objective and grading system? What questions remain?
Is this course meeting your expectations? What suggestions do you have for improvement?
Is the course material presented clearly and in a logical manner? What could the instructor do to improve the presentation of material?
Is the instructor providing you with specific feedback on your course work? What further feedback would help you in your course work?
Are you always clear about what you are expected to learn in this course? How could this be improved?
Do you consider the grading procedures to be fair? What changes can you suggest to improve the grading practice?
Photographs and Video Consent (Short Form)

I hereby grant permission to my TA ______________________ at York University to take photographs or videos of me and to make recordings of my voice for the sole purpose of providing feedback on their teaching. I understand that this recording will only be viewed by my TA to inform their teaching practice.

Print Name__________________________________________

Signature________________________ Date________________________

Privacy: Personal information including images and recordings in connection with this form is collected under the authority of The York University Act, 1965 and will be used for administrative, educational or research purposes. If you have any questions about the collection of personal information by York University, please contact: Information and Privacy Coordinator, York University, 1050 York Research Tower, 4700 Keele Street, Toronto, ON M3J 1P3, tel. 416-736-2100 Ext. 20359, email info.privacy@yorku.ca.

Information and Privacy Office
Updated September 2009

www.yorku.ca/olycom/documentsforms

Adapted from Photo-Video-Consent-Short.pdf