#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 200 Teaching Assistant's Name Angucy Munice

COURSE NUMBER 100 SECTION 001		_			(	
1. ORGANIZATION	N/A		Needs		Doe	es Well
		шпр	roveme			
<ol> <li>clearly states the goal or objective for the period</li> <li>reviews prior class material to prepare students for</li> </ol>	0	l	2	3	4	(5)
the content to be covered	0	1	2	3	4	(5)
3. provides internal summaries and transitions	0	1	2	3	4	75)
4. summarizes and distills main points at the end of class	0	l	2	3	4	(S
5. appears well prepared for class	0	1	2	3	4	(3)
II. PRESENTATION						
l. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	(5)
2. speaks audibly and cleanly, uses no speech fillers,						75
such as ok/um	0	1	2	3	4	(3)
3. communicates a sense of enthusiasm and excitement						J
toward the content	0	1	2	3	4	[5]
4. talks to the class, not the board or windows	0	l	2	3	4	75
5. varies the pace and tone to keep students alert	0	1	2	3	4	<b>75</b> )
6. selects teaching methods appropriate for the content,	-	_	_		·	Q
for example lecture, exercises, discussion	0	l.	2	3	4	(5)
III. CREDIBILITY AND CONTROL						_
1. appears comfortable and competent with the content	0	1	2	3	4	(5)
2. responds confidently to student inquiries for						$\times$
additional information	0	l	2	3	4	(5)
3. speaks about course content with confidence		_	_	-	-	$\widetilde{\lambda}$
and authority	0	1	2	3	4	$\binom{5}{5}$
4. is able to admit error and/or insufficient knowledge	Ö	ī	2	3	4	<b>6</b> 2
5. respects constructive criticism	0	1	2	3	4	8

Please include additional comments or specific examples below:

**OVER** 

IV. CONTENT	N/A	Needs Improvement			Does Well		
1. selects examples relevant to student experiences							
and course content	0	1	2	3	4	<i>5</i> 2	
2. integrates text material into class presentations	0	1	2 2	3 3 3	4	<b>(5)</b>	
3. presents views other than own when appropriate	0	1	2	3	4	<i>(</i> 5)	
4. explains difficult terms, concepts or problems in						•	
more than one way	0	1	2	3	4	(5)	
5. tailors the course to help diverse groups of students	0	1	2	3 3	4	<b>E</b> D	
6. presents background of ideas and concepts	0	1	2	3	4	8)	
7. presents up-to-date developments in the field						0	
where appropriate	0	1	2	3	4	E)	
8. clearly organizes and explains assignments	0	1	2 2	3	4	<b>(%</b>	
	·	•	-	J	•	9	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	4	(5)	
2. responds to wrong answers constructively	0	1	2 2	3 3 3	4	$\widetilde{\omega}$	
3. allows ample time for questions	0	1	2	3	4	<i>(</i> 3	
4. encourages students to respond to each other's						9	
questions	0	1	2	3	4	B	
5. respects diverse points of view	Ō	1	2 2	3 3 3	4	$\mathcal{F}$	
6. requires student thought and participation	Õ	1	2	3	4	Ã	
7. solicits and responds constructively to	Ü	-	-	J	•	G	
student opinions	0	1	2	3	4	ব্য	
8. treats class members equitably	0	t	2		4	Š	
9. recognizes when students do not understand	0	1	2	2	4	8	
		1	2	3 3 3		×	
10. acknowledges different approaches to learning	0	1	2	3	4	0	

Amanda did an excellent job and was always helpful and courteous.

#### OVERALL EVALUATION VII.

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)
(A) B C D F
(A) B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments. Lange of Miller

Semester(circle one): Fall Spring 200 7 Teaching A	ssistant's N	Jame_7	TWU	$\mathcal{M}$	MW	au
COURSE NUMBER $3355$ SECTION 001 W 3	3-3.50	·				
I. ORGANIZATION 01	N/A	Need	_	.1	Doe	s Well
1. clearly states the goal or objective for the period	0	ипрт 1	ovemer 2	11 3	4	(5)
2. reviews prior class material to prepare students for	U		4	3	7	9/
the content to be covered	0	1	2	3	4	Q.
3. provides internal summaries and transitions	0	1	2		4	<u> </u>
4. summarizes and distills main points at the end of class	0	1	2 2	3 3	4	$\mathcal{L}$
5. appears well prepared for class	0	1	2	3	4	(5)
II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5
<ol> <li>speaks audibly and cleanly, uses no speech fillers, such as ok/um</li> </ol>	0	1	2	3	4	(5)
3. communicates a sense of enthusiasm and excitement	·	-	_	_	-	-
toward the content	0	1	2	3	4	$\odot$
4. talks to the class, not the board or windows	0	1	2	3	4	(5)
5. varies the pace and tone to keep students alert	0	1	2	3	4	<i>(§</i> )
6. selects teaching methods appropriate for the content,						000 6
for example lecture, exercises, discussion	0	l	2	3	4	(5/
III. CREDIBILITY AND CONTROL						
I. appears comfortable and competent with the content	0	1	2	3	4	5
2. responds confidently to student inquiries for additional information	0	ì	2	3	4	(5)
3. speaks about course content with confidence and authority	0	1	2	3	4	(3)
4. is able to admit error and/or insufficient knowledge	0	1	2		4	Ŕ
5. respects constructive criticism	6	1	2	3 3	4	(5) (5) 5
•	$\sim$					

Please include additional comments or specific examples below:

Theat TA! Very enthusiasticialways helpful, returned grades I would definitely take a class it I saw she was teachung it. Best TA I've had at Emany.

4/14/2006

IV. CONTENT		N/A	Needs Improvement			Does Well		
1. selects examples relevant to	student experiences						^	
and course content	•	0	1	2	3	4	(32	
2. integrates text material into	class presentations	0	1	2	3	4	(5)	
3. presents views other than ov	-	0	1	2	3	4	$\binom{2}{5}$	
4. explains difficult terms, con								
more than one way	r I	0	1	2	3	4	E.)	
5. tailors the course to help div	erse groups of students	0	1	2	3	4	$\nabla$	
6. presents background of idea		$\overline{(0)}$	1	2	3	4	5	
7. presents up-to-date develop	-				_	•	_	
where appropriate		0	1	2	3	4	$\mathfrak{S}$	
8. clearly organizes and explai	ns assignments	0	1	2	3	4	(E)	
o. o.o,8 and					-		_	
V. INTERACTION AND	RAPPORT							
1. gives students enough time t	to respond to questions	0	1	2	3	4	(5)	
2. responds to wrong answers of		0	1	2 2	3	4		
3. allows ample time for questi		0	1	2	3	4	(5)	
4. encourages students to response		U	1	2	ر	4	6)	
questions	ond to each other's	0	1	2	3	4	5	
5. respects diverse points of vi-	211/	8	1	2	3 3 3	4	5 (S)	
6. requires student thought and		0	1	2	3,	4	(5)	
		U	1	2	J	4	9	
7. solicits and responds constru	ictively to	0	1	2	1	4	B	
student opinions	-1	0	1	2	3 3	4 4	6	
8. treats class members equitable 0.		0	1	2	3	4	Ď	
9. recognizes when students do		Ä	1	2	3		9	
<ol><li>10. acknowledges different app</li></ol>	proaches to learning	$\mathbf{\Theta}$	1	2	3	4	2	

#### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(eircle best answer)

B C D F B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett, M. Kenu (Magna Publications, 1988).

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

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Semester(circle one): Fall Spring 200 \_\_\_\_ Teaching Assistant's Name Amanda Mikble COURSE NUMBER POSITION ON I. ORGANIZATION N/A Needs Does Well Improvement 1. clearly states the goal or objective for the period 0 2. reviews prior class material to prepare students for the content to be covered 0 3. provides internal summaries and transitions 0 4. summarizes and distills main points at the end of class 0 5. appears well prepared for class II. PRESENTATION (1)5 1. incorporates various instructional supports like 0 3 4 slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 0 3. communicates a sense of enthusiasm and excitement toward the content 0 2 4. talks to the class, not the board or windows 0 5. varies the pace and tone to keep students alert 0 6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion 0 1 3 4 CREDIBILITY AND CONTROL 1. appears comfortable and competent with the content 0 1 2. responds confidently to student inquiries for additional information 0 3. speaks about course content with confidence 2 3 and authority 0 2 3 4. is able to admit error and/or insufficient knowledge 0 5. respects constructive criticism

IV. CONTENT	N/A		Needs Improvement			es Well
I. selects examples relevant to student experiences						
and course content	0	1	2	3	4	(5)
2. integrates text material into class presentations	0	1	2	3 3	4	$\overline{(5)}$
3. presents views other than own when appropriate	0	1	2	3	4	<u></u>
4. explains difficult terms, concepts or problems in						$\mathcal{O}$
more than one way	0	1	2	3	4	(5)
5. tailors the course to help diverse groups of students	0	1	2	3	4	(S)
6. presents background of ideas and concepts	0	1	2	3	4	<b>(5)</b>
7. presents up-to-date developments in the field						
where appropriate	0	1	2	3	4	$\overline{(5)}$
8. clearly organizes and explains assignments	0	1	2	3 3	4	(3)
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	(5)
2. responds to wrong answers constructively	0	1	2	3	4	5
3. allows ample time for questions	0	1	2	3 3	4	3
4. encourages students to respond to each other's		•		_	•	
questions	0	1	2	3	4	551
5. respects diverse points of view	0	1	2	3 3	4	3
6. requires student thought and participation	0	1	2	3	4	3
7. solicits and responds constructively to						
student opinions	0	l	2	3	4	(5)
8. treats class members equitably	0	1	2	3	4	(5)
9. recognizes when students do not understand	0	1	2	3	4	3
10. acknowledges different approaches to learning	10)	1	2	3	4	5

# VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

A всоі A)всоі

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

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Semester(circle one): Fall Spring 200 + Teaching As	ssistant's N	lame_	MIN	<u>ianda</u>	70100	<u>عرو</u>		
COURSE NUMBER 100 SECTION 00								
I. ORGANIZATION	N/A		Needs Improvement			Does Well		
1 - London states of a small of the state of	0					-		
1. clearly states the goal or objective for the period	0	l	2	3	4)	5		
2. reviews prior class material to prepare students for	Δ.	,	2	2		. ب		
the content to be covered	0	I	2	3 3 3	(4)	5 5 5		
3. provides internal summaries and transitions	0	1	2	3	4)	5		
4. summarizes and distills main points at the end of class	0	I	2	3	€)	5		
5. appears well prepared for class	0	I	2	3	<b>4</b> >	5		
II. PRESENTATION								
	0		2	D		<u>م</u>		
1. incorporates various instructional supports like	0	1	2	$\Theta$	4	5		
slides, films, diagrams, etc. where needed								
2. speaks audibly and cleanly, uses no speech fillers,			-			23		
such as ok/um	0	I	2	3	4	0		
3. communicates a sense of enthusiasm and excitement	_	_	_	_		_		
toward the content	0	l	2	3	(4)	2		
4. talks to the class, not the board or windows	0	1	2	3	4	$\mathcal{G}_{\mathcal{A}}$		
<ol><li>varies the pace and rone to keep students alert</li></ol>	0	1	2	3	4	(5)		
6. selects teaching methods appropriate for the content,						_		
for example lecture, exercises, discussion	0	I	2	3	4.	5		
III. CREDIBILITY AND CONTROL								
I. appears comfortable and competent with the content	0	1	2	3	4	(3)		
2. responds confidently to student inquiries for						7		
additional information	0	1	2	3	4	(5)		
3. speaks about course content with confidence						_		
and authority	0	1	2	3	4	(E)		
4. is able to admit error and/or insufficient knowledge	Ö	l	2	3	4	<u> </u>		
5. respects constructive criticism	0	1	2	3	4	₹		
2. respects constructive entitotett	J	•	_	-				

IV.	CONTENT	N/A	Needs Improvement			Does Well		
l. sele	ects examples relevant to student experiences				$\overline{C}$			
	and course content	0	1	2	3	4	5	
2. inte	grates text material into class presentations	0	1	2 2	3	(4)	5 5 5	
3. pres	sents views other than own when appropriate	0	l	2	3	4	3	
4. exp	lains difficult terms, concepts or problems in							
	more than one way	0	1	2	3	4	5	
5. taile	ors the course to help diverse groups of students	0	1	2 2	3 3	4	5 5	
	sents background of ideas and concepts						_	
_	sents up-to-date developments in the field							
	where appropriate	0	1	2	3	4	3	
8 clea	orly organizes and explains assignments	0	1	2 2	3 3	7	3	
G. 0100	ary organizos and orpiano assignancino	v	4	~	J	6	,	
V.	INTERACTION AND RAPPORT							
l. give	es students enough time to respond to questions	0	1	2	3	4	<b>B</b>	
_	onds to wrong answers constructively	0	l	2 2 2	3	4	€	
-	ws ample time for questions	0	1	2	3 3	( <del>4</del> )	5	
	ourages students to respond to each other's		-	_	_		-	
	questions	0	1	2	3	4	<u>(3)</u>	
5 resp	pects diverse points of view	Ö	1	2 2	3	4	(3)	
	rices student thought and participation	ő	1	2	3	4	₹ <b>5</b>	
•	cits and responds constructively to	Ů,	1	4	5	7	<i>Q</i>	
7. 3011	student opinions	0	1	2	7	4	(3)	
0			1	2 2	7		\ <del>\frac{1}{2}\frac{1}{</del>	
	ts class members equitably	0	Į,	2		4	C/	
	ognizes when students do not understand	0	Į.		3 3 3	4	<u>g</u>	
IU. acl	knowledges different approaches to learning	0	1	2	3	4	$\odot$	

#### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCD F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

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Semester(circle one): Fall) Spring 200 7 Teaching Assistant's Name Arroy Cla Murch COURSE NUMBER 100 SECTION 01

I. ORGANIZATION	N/A	Need	ds rovemei	Does Well				
<ol> <li>clearly states the goal or objective for the period</li> <li>reviews prior class material to prepare students for</li> </ol>	0	1	2	3	4	5		
the content to be covered	0	1	2	3	4)	5		
3. provides internal summaries and transitions	0	1	2 2 2 2	3 3 3 3	$\overline{4}_{j}$	5 5 5 5		
4. summarizes and distills main points at the end of class	0	1	2	3	4.	5		
5. appears well prepared for class	0	1	2	3	. 4/	5		
II. PRESENTATION								
incorporates various instructional supports like     slides, films, diagrams, etc. where needed	0	1	2	3	$(\underline{4})$	5		
<ol><li>speaks audibly and cleanly, uses no speech fillers,</li></ol>					J-1.			
such as ok/um	0	l	2	3	(4)	5		
<ol><li>communicates a sense of enthusiasm and excitement</li></ol>	_		_	(2)				
toward the content	0	1	2 2 2	3.1	4	5 · 5 5		
4. talks to the class, not the board or windows	0	1	2	3	4/	5		
<ol><li>varies the pace and tone to keep students alert</li></ol>	0	1	2	3	(4 /	5		
6. selects teaching methods appropriate for the content,	_			_	. }	_		
for example lecture, exercises, discussion	0	1	2	3	4,1	5		
III. CREDIBILITY AND CONTROL					_			
1. appears comfortable and competent with the content	0	1	2	3	(4)	5		
2. responds confidently to student inquiries for additional information	0	1	2	3	4	5		
	U	1	2	3	4	J		
3. speaks about course content with confidence	0	1	2	3	<b>4</b> .	5		
and authority  4. is able to admit error and/or insufficient knowledge	0	1	2	3 3 3	4	5		
	0	1	2 2	3	~ <b>1</b> :	5		
5. respects constructive criticism	U	1	2	,	<b>-</b> ,,'			

Please include additional comments or specific examples below:

**OVER** 

IV. CONTENT	N/A	Needs Improvement			Does Well			
<ol> <li>selects examples relevant to student experiences</li> </ol>					,			
and course content	0	1	2	3	(4)	5		
2. integrates text material into class presentations	0	1	2	3	4	5 5 5		
3. presents views other than own when appropriate	0	1	2	3	· <sup>-</sup> 4	5		
4. explains difficult terms, concepts or problems in								
more than one way	0	1	2	3	4 ·	5		
5. tailors the course to help diverse groups of students	0	1	2 2	3 3 3	4	5 5 5		
6. presents background of ideas and concepts	0	1	2	3	4 .	5		
7. presents up-to-date developments in the field					المستدرة			
where appropriate	0	1	2	3	4)	5		
8. clearly organizes and explains assignments	0	1	2	3	4	5 5		
V. INTERACTION AND RAPPORT					" es uma a "			
1. gives students enough time to respond to questions	0	1	2	3	42	5		
2. responds to wrong answers constructively	0	1	2 2 2	3 3 3	(4)	5 5 5		
3. allows ample time for questions	0	1	2	3	4,	5		
4. encourages students to respond to each other's	•	-	_	_	.'-	_		
questions	0	1	2	3	4 `	5		
5. respects diverse points of view	0	1	2	3 3 3	47	5 5 5		
6. requires student thought and participation	0	1	2 2	3	4 :	5		
7. solicits and responds constructively to	-	_	_	_		_		
student opinions	0	1	2	3	(4)	5		
8. treats class members equitably	0 .	1	2	3	(4)	5		
9. recognizes when students do not understand	Ö	1	2	3 3 3	(4)	5 5 5 5		
10. acknowledges different approaches to learning	0	î	2	3	4,	5		
10. delitio 120503 different approaches to remaining	•	•	_		'	-		

#### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDE

A)BCDI

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#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2):TASSIS

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Semester(circle one): Fall Spring 200 \_\_\_\_\_ Teaching Assistant's Name \_\_\_\_\_\_ / \_\_\_\_ COURSE NUMBER \_\_\_\_\_ SECTION \_\_\_\_\_ / ORGANIZATION N/A Needs Does Well Improvement \_\_\_ 1. clearly states the goal or objective for the period 0 2. reviews prior class material to prepare students for the content to be covered 0 3. provides internal summaries and transitions 0 4. summarizes and distills main points at the end of class 0 5. appears well prepared for class 0 PRESENTATION 0 5 1. incorporates various instructional supports like slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 0 3. communicates a sense of enthusiasm and excitement toward the content 0 0 4. talks to the class, not the board or windows 5. varies the pace and tone to keep students alert 0 6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion 0 III. CREDIBILITY AND CONTROL 0 1. appears comfortable and competent with the content 2. responds confidently to student inquiries for additional information 3. speaks about course content with confidence 0 and authority 4. is able to admit error and/or insufficient knowledge 0 5. respects constructive criticism

1. selects examples relevant to student experiences	
and course content 0 1 2 3 4 5 2 integrates text material into elass presentations 0 1 2 3 4	5
2. integrates text material into elass presentations 0 1 2 3 4	5
3. presents views other than own when appropriate 0 1 2 3 4	5
4. explains difficult terms, concepts or problems in	
more than one way 0 1 2 3 4 4	5
5. tailors the course to help diverse groups of students 0 1 2 3 4	5 5 5
5. tailors the course to help diverse groups of students 0 1 2 3 4 5 6. presents background of ideas and concepts 0 1 2 3 4 5	5
7. presents up-to-date developments in the field	
	5
where appropriate 0 1 2 3 4 5 8. clearly organizes and explains assignments 0 1 2 3 4 5	5
V. INTERACTION AND RAPPORT	
1. gives students enough time to respond to questions $0   1   2   3   4   5$	5
1. gives students enough time to respond to questions 2. responds to wrong answers constructively 3. allows ample time for questions 0 1 2 3 4 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	5
3. allows ample time for questions 0 1 2 3 4 5	5
4. encourages students to respond to each other's	J
questions $0   1   2   3   4   5$	5
questions 0 1 2 3 4 5 5. respects diverse points of view 0 1 2 3 4 5 6. requires student thought and participation 0 1 2 3 4 5	5 5 5
6. requires student thought and participation 0 1 2 3 4 5	5
7. solicits and responds constructively to	,
	5
8. treats class members equitably 0 1 2 3 4 5	5 5
	5
9. recognizes when students do not understand 0 1 2 3 $\frac{3}{4}$ 5 10. acknowledges different approaches to learning 0 1 2 $\frac{3}{4}$ 5 5	5

# VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

 $A/B \subseteq D I$ 

2. Overall what letter grade would you give this course?

ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett, M- Kenu (Magna Publications, 1988).

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in you responses. Your judgments should reflect that type of teaching you think is best for this particular course and your owr learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 200 7 Teaching A	ssistant's N	lame_	M	11/14		
COURSE NUMBER /00 SECTION 00						
I. ORGANIZATION	N/A	Nee		Does Well		
		Imp	roveme			_
1. clearly states the goal or objective for the period	0	l	2	3	4	(5)
2. reviews prior class material to prepare students for			_	_		(C)
the content to be covered	0	I	2	3	4	මමමල
3. provides internal summaries and transitions	0	l	2 2	3 3	4	<u>(S</u> )
4. summarizes and distills main points at the end of class	0	1	2	3	4	(S)
5. appears well prepared for class	0	1	2	3	4	(5)
II. PRESENTATION						
1. incorporates various instructional supports like	0	1	2	3	4	(3)
slides, films, diagrams, etc. where needed						
2. speaks audibly and cleanly, uses no speech fillers,			_	_		
such as ok/um	0	1	2	3	4	(3)
3. communicates a sense of enthusiasm and excitement	^		2	,	4	
toward the content	0	1	2	3	4	
4. talks to the class, not the board or windows	0	1	2 2	3	4	
5. varies the pace and tone to keep students alert	0	1	2	3	4	(6)
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<b>7</b> 5)
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	$\bigcirc$
2. responds confidently to student inquiries for	0	,	2	2		(S)
additional information	0	l	2	3	4	૭
3. speaks about course content with confidence		,	2	-		6
and authority	0	l	2	3	4	
4. is able to admit error and/or insufficient knowledge	0	1	2 2	3	4	$\mathbb{R}$
5. respects constructive criticism	0	1	2	3	4	6

IV.	CONTENT	N/A	Needs Improvement			Does Well	
I. sele	ects examples relevant to student experiences						•
	and course content	0	I	2	3	4	(3)
2. inte	grates text material into class presentations	0	l	2	3	4	(B)
_	sents views other than own when appropriate lains difficult terms, concepts or problems in	0	l	2	3	4	<b>(3)</b>
4. exp	· •	0	1	2	2		6
النجواي	more than one way		1	2 2	3 3	4	3
	ors the course to help diverse groups of students	0	1	2	خ	4	
_	sents background of ideas and concepts						
7. pres	sents up-to-date developments in the field		_	_	_		<i>i</i>
	where appropriate	0	1	2	3 3	4	157
8. clea	urly organizes and explains assignments	0	1	2	3	4	(5)
V.	INTERACTION AND RAPPORT						
1. give	es students enough time to respond to questions	0	1	2	3	4	<b>6</b>
-	onds to wrong answers constructively	0	1	$\frac{7}{2}$	3	4	(5)
-	ws ample time for questions	0	ī	2 2	3	4	8
	ourages students to respond to each other's	Ü	•	~	_	•	<b>*</b>
T, CHC	questions	0	1	2	3	4	
5 5000	pects diverse points of view	0	1	2	3 3	4	
		0	1	2	3	4	
	uires student thought and participation	U	1	4	ے	4	$\odot$
/. Som	cits and responds constructively to	0	1	2	2	4	6
0	student opinions		1	2	2	4	
	ts class members equitably	0	1	2	3	4	
	ognizes when students do not understand	0	1	2	3	. 4	
10. ac	knowledges different approaches to learning	0	l	2	3	4	(5)

larner a lot from discussion

VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

# INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 200 7	Teaching Assistant's Nam	e Murdre
COURSE NUMBER 100 SECTION We	d 3:00 Pm	
I ORGANIZATION	N/A N	eeds Does Well

GANIZATION N/A Needs				Does Well		
	Imp	roveme	nt	<u>^</u>		
0	1	2	3	4	5	
0	1	2	3	4	$\langle \zeta \rangle$	
0		2		4	$\mathcal{Q}$	
0		2	3	4	(5)	
0	1	2	3	4	5	
0	1	2	3	4	<u>(3)</u>	
0	1	2	3	<u>(4)</u>	5	
Λ	,	2	2	(A)	=	
			2	4		
		2		4	$\mathcal{L}$	
U	1	2	3	4	$\mathcal{C}$	
0	1	2	3	4	(5)	
					<i>Æ</i>	
0	1	2	3	4	(5)	
0	l	2	3	4	<b>(5</b> )	
		_		,		
0	1	2	3	4	ā	
0	1	2	3	4	3	
0	l	2	3	4	5	
		Imp. 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1	Improvement  0	Improvement  0	Improvement 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	

IV. CONTENT	N/A	Need Impro	s ovement	:	Does Well
1. selects examples relevant to student experiences					< >
and course content	0	1	2	3 3	<i>(4/</i> 5
2. integrates text material into class presentations	0	1	2	3	<i>(4)</i> 5
3. presents views other than own when appropriate	0	1	2	3	4 ( 5)
4. explains difficult terms, concepts or problems in					
more than one way	0	1	2	3	(4) 5
5. tailors the course to help diverse groups of students	0	1	2	3 3	4 75)
6. presents background of ideas and concepts					
7. presents up-to-date developments in the field					-/-
where appropriate	0	1	2	3	(4) 5
8. clearly organizes and explains assignments	0	l	2 2	3 3	4 /3
V. INTERACTION AND RAPPORT					
1. gives students enough time to respond to questions	0	1	2	3	4 (5,
2. responds to wrong answers constructively	0	1	2 2	3 '	4 (5)
3. allows ample time for questions	0	ī	2	3	4 5
4. encourages students to respond to each other's	J	•	~	_	
questions	0	1	2	3	14 6
5. respects diverse points of view	0	1	2	3 3 3	(4) 5
6. requires student thought and participation	0	1	2	3	4 (5)
7. solicits and responds constructively to	J	•	_	-	4 0
student opinions	0	1	2	3	4 (5)
8. treats class members equitably	0	1	2	3	4 3
9. recognizes when students do not understand	0	1	2	3	(A) (3)
10. acknowledges different approaches to learning	0	ī	2'	3	
10. acknowledges different approaches to fearthing	U	Ţ	4	J	T ( )

# VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

A B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Scmester(circle one): Fall) Spring 200 + Teaching Assistant's Name AMOVIDA MURICE
COURSE NUMBER FOR SECTION OOL I. ORGANIZATION N/A Needs Does Well Improvement 5 1. clearly states the goal or objective for the period 0 3 2. reviews prior class material to prepare students for the content to be covered 0 3. provides internal summaries and transitions 0 4. summarizes and distills main points at the end of class 0 5. appears well prepared for class **PRESENTATION** 0 1 1. incorporates various instructional supports like slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 0 3. communicates a sense of enthusiasm and excitement toward the content 0 0 4. talks to the class, not the board or windows 5. varies the pace and tone to keep students alert 6. selects teaching methods appropriate for the content, for example lecture, exereises, discussion 0 1 3 CREDIBILITY AND CONTROL appears comfortable and competent with the content 0 2. responds confidently to student inquiries for additional information 0 3. speaks about course content with confidence 0 and authority 0 4. is able to admit error and/or insufficient knowledge respects constructive criticism

Please include additional comments or specific examples below:

and very uters good at explaining things.

**OVER** 

and course content  2. integrates text material into class presentations 3. presents views other than own when appropriate 4. explains difficult terms, concepts or problems in more than one way 5. tailors the course to help diverse groups of students 6. presents background of ideas and concepts 7. presents up-to-date developments in the field where appropriate 8. clearly organizes and explains assignments  V. INTERACTION AND RAPPORT  1. gives students enough time to respond to questions 2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand  0 1 2 3 4 5 5 6 5 7 5 7 5 7 5 7 5 7 5 7 5 7 5 7 5	IV. CONTENT	N/A		Needs Improvement			es Well
2. integrates text material into class presentations 3. presents views other than own when appropriate 4. explains difficult terms, concepts or problems in more than one way 5. tailors the course to help diverse groups of students 6. presents background of ideas and concepts 7. presents up-to-date developments in the field where appropriate 8. clearly organizes and explains assignments 0 1 2 3 4 5  8. clearly organizes and explains assignments 0 1 2 3 4 5  V. INTERACTION AND RAPPORT  1. gives students enough time to respond to questions 2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand 0 1 2 3 4 5  1 2 3 4 5  2 3 4 5  3 4 5  4 5  5 7  5 7  5 7  5 7  5 7  5 7	1. selects examples relevant to student experiences						
4. explains difficult terms, concepts or problems in more than one way  5. tailors the course to help diverse groups of students 6. presents background of ideas and concepts 7. presents up-to-date developments in the field where appropriate 8. clearly organizes and explains assignments  V. INTERACTION AND RAPPORT  1. gives students enough time to respond to questions 2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand  0 1 2 3 4 5  2 3 4 5  3 4 5  4 5  5 2 3 4 5  5 2 3 4 5  6 1 2 3 4 5  6 1 2 3 4 5  6 2 3 4 5  6 3 4 5  6 5 2 3 4 5  6 5 2 3 4 5  6 6 2 3 4 5  6 7 2 3 4  6 7 2 3 4  6 7 2 3 4  6 7 2 3 4  6 7 2 3 4  6 7 2 3 4  6 7		0	1	2	3	4	$\bigcirc$ 52
4. explains difficult terms, concepts or problems in more than one way  5. tailors the course to help diverse groups of students 6. presents background of ideas and concepts 7. presents up-to-date developments in the field where appropriate 8. clearly organizes and explains assignments  V. INTERACTION AND RAPPORT  1. gives students enough time to respond to questions 2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand  0 1 2 3 4 5  2 3 4 5  3 4 5  4 5  5 2 3 4 5  5 2 3 4 5  6 1 2 3 4 5  6 1 2 3 4 5  6 2 3 4 5  6 3 4 5  6 5 2 3 4 5  6 5 2 3 4 5  6 6 2 3 4 5  6 7 2 3 4  6 7 2 3 4  6 7 2 3 4  6 7 2 3 4  6 7 2 3 4  6 7 2 3 4  6 7		0	1	2	3	4	$\bigcirc$
more than one way  5. tailors the course to help diverse groups of students 6. presents background of ideas and concepts 7. presents up-to-date developments in the field where appropriate 8. clearly organizes and explains assignments  V. INTERACTION AND RAPPORT  1. gives students enough time to respond to questions 2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand  0 1 2 3 4 3 4 5 5 2 3 4 5 5 2 3 4 5 6 5 7 5 3 4 5 7 5 6 5 7 5 7 5 7 5 7 5 7 5 7 5 7 5 7 5	3. presents views other than own when appropriate	0	1	2	3	4	رح
5. tailors the course to help diverse groups of students 6. presents background of ideas and concepts 7. presents up-to-date developments in the field where appropriate 8. clearly organizes and explains assignments 0 1 2 3 4 5  8. clearly organizes and explains assignments 0 1 2 3 4 5  V. INTERACTION AND RAPPORT  1. gives students enough time to respond to questions 2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand 0 1 2 3 4 3  4 5  5 2 3 4 5  5 3 4 5  5 3 4 5  5 3 4 5  5 3 4 5  5 3 4 5  5 3 4 5  5 3 4 5  6 5 6 7  6 7 1 2 3 4 5  6 7 2	4. explains difficult terms, concepts or problems in						
7. presents up-to-date developments in the field where appropriate  8. clearly organizes and explains assignments  0 1 2 3 4 5  V. INTERACTION AND RAPPORT  1. gives students enough time to respond to questions 2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand  0 1 2 3 4 3  4 3  5 3 4 5  6 5 6 7 8 9 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	more than one way	0	1	2	3	4	5
7. presents up-to-date developments in the field where appropriate  8. clearly organizes and explains assignments  0 1 2 3 4 5  V. INTERACTION AND RAPPORT  1. gives students enough time to respond to questions 2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand  0 1 2 3 4 3  4 3 4 3  5 5 6 7 8 9 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	5. tailors the course to help diverse groups of students	0	1	2	3_	4	$\bigcirc$ 5
where appropriate 8. clearly organizes and explains assignments 0 1 2 3 4 5  V. INTERACTION AND RAPPORT  1. gives students enough time to respond to questions 2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand  0 1 2 3 4 5  1 2 3 4 5  1 3 4 5  1 5 5  1 5 7  1 7 5 7 7 8 7 7 8 7 7 8 7 8 7 8 7 8 7 8 7	6. presents background of ideas and concepts	0	1	2	/3)	4	5
8. clearly organizes and explains assignments  0 1 2 3 4 5  V. INTERACTION AND RAPPORT  1. gives students enough time to respond to questions 2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand  0 1 2 3 4 5  1 2 3 4 5  1 3 4 5  1 5 5  1 5 7  2 7 8 7 8 7 8 7 8 7 8 7  3 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8	7. presents up-to-date developments in the field						
8. clearly organizes and explains assignments  0 1 2 3 4 5  V. INTERACTION AND RAPPORT  1. gives students enough time to respond to questions 2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand  0 1 2 3 4 5  1 2 3 4 5  1 3 4 5  1 5 5  1 5 7  2 7 8 7 8 7 8 7 8 7 8 7  3 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8	where appropriate	0	1	2	3	4	
1. gives students enough time to respond to questions 2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand  0 1 2 3 4 5  2 3 4 5  3 4 5  4 5  5 7 5 7 5 7 5 7 5 7 7 7 7 7 7 7 7 7	-, ,	0		2	3	4	3
2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand 0 1 2 3 4 5 3 4 5 7 5 7 8 7 8 7 8 7 8 7 8 7 8 8 7 8 8 7 8	V. INTERACTION AND RAPPORT						
2. responds to wrong answers constructively 3. allows ample time for questions 4. encourages students to respond to each other's questions 5. respects diverse points of view 6. requires student thought and participation 7. solicits and responds constructively to student opinions 8. treats class members equitably 9. recognizes when students do not understand 0 1 2 3 4 5 3 4 5 7 5 7 8 7 8 7 8 7 8 7 8 7 8 8 7 8 8 7 8	1. gives students enough time to respond to questions	0	1	2	3	4	3
4. encourages students to respond to each other's questions  5. respects diverse points of view  6. requires student thought and participation  7. solicits and responds constructively to student opinions  8. treats class members equitably  9. recognizes when students do not understand  0 1 2 3 4 5  2 3 4 5  3 4 5  4 5  5 7  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  7 9 1 1 2 3 4 5  7 9 1 1 2 3 4 5  8 1 1 1 2 3 4 5  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3  9 1 1	• • •		1	2	3	4	(5)
4. encourages students to respond to each other's questions  5. respects diverse points of view  6. requires student thought and participation  7. solicits and responds constructively to student opinions  8. treats class members equitably  9. recognizes when students do not understand  0 1 2 3 4 5  2 3 4 5  3 4 5  4 5  5 7  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  6 9 1 2 3 4 5  7 9 1 1 2 3 4 5  7 9 1 1 2 3 4 5  8 1 1 1 2 3 4 5  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3 4  9 1 1 2 3  9 1 1	•		1	2	3	4	(5)
questions  5. respects diverse points of view  6. requires student thought and participation  7. solicits and responds constructively to student opinions  8. treats class members equitably  9. recognizes when students do not understand  0 1 2 3 4 5  2 3 4 5  3 4 5  4 5  5 7  6 7  7 Solicits and responds constructively to student opinions  0 1 2 3 4 5  0 1 2 3 4 5  0 1 2 3 4 5  0 1 2 3 4 5  0 1 2 3 4 5		ū	•	-	Ū	•	
6. requires student thought and participation 7. solicits and responds constructively to student opinions 0 1 2 3 4 5  8. treats class members equitably 0 1 2 3 4 5  9. recognizes when students do not understand 0 1 2 3 4 5		0	1	2	3	4	(3)
6. requires student thought and participation 7. solicits and responds constructively to student opinions 0 1 2 3 4 5  8. treats class members equitably 0 1 2 3 4 5  9. recognizes when students do not understand 0 1 2 3 4 5	•			2	3	4	٨
7. solicits and responds constructively to student opinions  8. treats class members equitably  9. recognizes when students do not understand  0 1 2 3 4 3 4 3 4 3 4 3 4 3 4 3 4 3 4 3 4 3				2	3		(3)
student opinions 0 1 2 3 4 5 8. treats class members equitably 0 1 2 3 4 3 9. recognizes when students do not understand 0 1 2 3 4 5		J	•	-		•	
8. treats class members equitably 0 1 2 3 4 5 9. recognizes when students do not understand 0 1 2 3 4 5	- · · · · · · · · · · · · · · · · · · ·	0	1	2	3	4	(5)
9. recognizes when students do not understand 0 1 2 3 4	· ·		1				ক
•			1		3		(5)
TO ACKNOWIGHTED THE GENERAL PRODUCTION OF THE TOTAL PR	10. acknowledges different approaches to learning	0	1	2	3	4	5

#### VII. OVERALL EVALUATION

- 1. Overall what letter grade would you give this instructor?
- 2. Overall what letter grade would you give this course?

(circle best answer)



D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

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Semester(circle one): Fall Spring 200\_ Teaching Assistant's Name COURSE NUMBER POLL 16 SECTION I. ORGANIZATION N/A Needs Does Well Improvement 1. clearly states the goal or objective for the period 0 3 2 2. reviews prior class material to prepare students for the content to be covered 0 5 2 3. provides internal summaries and transitions 3 0 2 3 4. summarizes and distills main points at the end of class 0 5. appears well prepared for class O. II. PRESENTATION 1. incorporates various instructional supports like 0 slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 0 5 3. communicates a sense of enthusiasm and excitement toward the content 0 3 5 4. talks to the class, not the board or windows 3 0 5. varies the pace and tone to keep students alert 6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion 2 5 0 3 HI. CREDIBILITY AND CONTROL 1 3 5 1. appears comfortable and competent with the content 0 2. responds confidently to student inquiries for additional information 0 3. speaks about course content with confidence and authority 0 4. is able to admit error and/or insufficient knowledge 0 5. respects constructive criticism 0

IV. CONTENT	N/A	Nee Imp	ds roveme	nt	Dos	es Well
1. selects examples relevant to student experiences						6
and course content	0	1	2	3	4	$(\mathfrak{Z})$
2. integrates text material into class presentations	0	1	2 2	3	4	75
presents views other than own when appropriate     explains difficult terms, concepts or problems in	0	1	2	3	4	(5)
more than one way	0	1	2	3	$\overline{(A)}$	5
5. tailors the course to help diverse groups of students	0	1	2 2	3	4	13
6. presents background of ideas and concepts	o o	•	-	_	7	
7. presents up-to-date developments in the field						
where appropriate	0	1	2	3	4	(5)
8. clearly organizes and explains assignments	0	1	2 2	3 3	( <del>1</del> -\	\ 5
or orderly organized and origination abungaziones	J	•	-	_		, ,
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	3
2. responds to wrong answers constructively	0	1	2 2 2	3 3 3	4	(5)
3. allows ample time for questions	0	1	2	3	4	(3)
4. encourages students to respond to each other's					_	
questions	0	1	2	3	(4)	5
5. respects diverse points of view	0	I	2 2	3 3 3	4	(3)
6. requires student thought and participation	0	1	2	3	4	(5)
7. solieits and responds constructively to						
student opinions	0	1	2	3	4	(5)
8. treats class members equitably	0	1	2	3	4	<u>(3</u>
9. recognizes when students do not understand	0	1	2	3	4	(3)
10. acknowledges different approaches to learning	0	1	2	3	4	(5)

#### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDI ABCDI

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett, M- Kenu (Magna Publications, 1988).

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSIS

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Semester(circle one): Fall Spring 200	Teaching Assistant's Name Murdie
COURSE NUMBER $100$ SECTION $00$	<u>) /                                    </u>

I. ORGANIZATION	N/A	Need		Does Well		
1. clearly states the goal or objective for the period 2. reviews prior class material to prepare students for	0	1	rovemer 2	3	4	3
the content to be covered	0	1	2	3	4	<b>D</b>
3. provides internal summaries and transitions	0	1	2	3	4	<b>©</b>
4. summarizes and distills main points at the end of class	0	1	2	3	4	<b>©</b>
5. appears well prepared for class	0	1	2	3	4	3
II. PRESENTATION						
incorporates various instructional supports like     slides, films, diagrams, etc. where needed	0	1	2	3	4	<b>(5)</b>
2. speaks audibly and cleanly, uses no speech fillers,						
such as ok/um	0	1	2	3	4	(5)
3. communicates a sense of enthusiasm and excitement			_	_		õ
toward the content	0	1	2	3	4	$\mathcal{L}$
4. talks to the class, not the board or windows	0	1	2	3	4	(عَجَارَ
5. varies the pace and tone to keep students alert	0	l	2	3	4	(3)
6. selects teaching methods appropriate for the content,			_	_		.57
for example lecture, exercises, discussion	0	1	2	3	4	5/
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	(5) (5)
<ol><li>responds confidently to student inquiries for</li></ol>						
additional information	0	1	2	3	4	5_
<ol><li>speaks about course content with confidence</li></ol>						
and authority	0	1	2	3	4	5
<ol> <li>is able to admit error and/or insufficient knowledge</li> </ol>	0	1	2	3	4	. 5
5. respects constructive criticism	0	1	2	3	4	(خ

IV. CONTENT	N/A	N/A Needs D Improvement				
l. selects examples relevant to student experiences		г				
and course content	0	1	2	3	4	(3)
2. integrates text material into class presentations	Ō	1	2		4	ð
3. presents views other than own when appropriate	0	1	2	3 3	4	<u>a</u>
4. explains difficult terms, concepts or problems in	ŭ	•	-	_	7	<i>ل</i>
more than one way	0	1	2	7	4	(3)
5. tailors the course to help diverse groups of students	0	1	2	3 3 3	4 4	2
6. presents background of ideas and concepts	0	1	2 2	3	4	
7. presents up-to-date developments in the field	O	ı	2	5	7	Q)
where appropriate	0	1	2	3	4	(5)
8. clearly organizes and explains assignments	0	1	2	3 3	4	<del>\</del>
o. electry organizes and explains assignments	O	1	2	,	4	رك
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	(5)
2. responds to wrong answers constructively	0	l	2 2	3 3 3	4	5)
3. allows ample time for questions	0	Ī	2	3	4	73
4. encourages students to respond to each other's						_
questions	0	1	2	3	4	(3)
5. respects diverse points of view	0	l	2		4	(3)
6. requires student thought and participation	0	1	2	3 3	4	(3)
7. solicits and responds constructively to						_
student opinions	0	1	2	3	4	(5)
8. treats class members equitably	Ô	1	2	3 3	4	(3)
9. recognizes when students do not understand	Õ	1	2		4	3
10. acknowledges different approaches to learning	Ŏ	1	2	3 3	4	(5)

#### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDF ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSIS

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mende examples of confinents.				1.5		
Semester(circle one): Fall Spring 200 7 Teaching Assi	stant's l	Vame_	Mur	die		_
COURSE NUMBER 100 SECTION OO						
I. ORGANIZATION	N/A	Need Impr	is ovemer	nt	Does W	ell
clearly states the goal or objective for the period     reviews prior class material to prepare students for	0	I	2	3	4	5)
the content to be covered	0	1	2	3	4 (13	5.)
3. provides internal summaries and transitions	0	1			4	$\rightarrow$
4. summarizes and distills main points at the end of class	0	1	2 2	3 3	4 4	$\prec$
5. appears well prepared for class	0	1	2	3	4	5)
II. PRESENTATION						
incorporates various instructional supports like     slides, films, diagrams, etc. where needed	0	1	2	3	4	
<ul><li>2. speaks audibly and cleanly, uses no speech fillers, such as ok/um</li><li>3. communicates a sense of enthusiasm and excitement</li></ul>	0	1	2	3	4	
toward the content	0	1	2	3	4 (6	$\supset$
4. talks to the class, not the board or windows	ő	1	2	3	4	
5. varies the pace and tone to keep students alert	0	1	2	3	4 /5	X
6. selects teaching methods appropriate for the content,	•	•	-	_	, , C	7
for example lecture, exercises, discussion	0	1	2	3	4/6	
III. CREDIBILITY AND CONTROL					<i></i>	
<ol> <li>appears comfortable and competent with the content</li> <li>responds confidently to student inquiries for</li> </ol>	0	1	2	3	4 / (3	
additional information	0	1	2	3	4 7 5	(
3. speaks about course content with confidence					چار	<
and authority	0	i	2	3	4 1/3	$\langle \rangle$
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4 ` <b>ک</b> ے	$\stackrel{\frown}{\sim}$
5. respects constructive criticism	0	1	2	3	4 1 5	
Please include additional comments or specific examples below:						

IV.	CONTENT	N/A	Nee Imp	ds roveme:	nt	Do	es Well
1. sele	cts examples relevant to student experiences		•				
	and course content	0	1	2	3	4	165
2. inte	grates text material into class presentations	0	l	2	3	4	
3. pres	tents views other than own when appropriate lains difficult terms, concepts or problems in	0	1	2	3	4	
	more than one way	0	1	2	3	4	(6)
6. pres	ors the course to help diverse groups of students ents background of ideas and concepts	0	1	2	3	4	(5)
7. pres	ents up-to-date developments in the field						()
	where appropriate	0	l	2	3	4	(5/
8. clea	rly organizes and explains assignments	0	l	2	3	4	(15)
V.	INTERACTION AND RAPPORT						10
l nive	s students enough time to respond to questions	0	1	2	3	4	
_	onds to wrong answers constructively	0	ւ 1	2	3	4	
-	ws ample time for questions	0	1	2	2	~ <del>*</del> /I	
	ourages students to respond to each other's	U	1	۷	3	4	
4. 01100	questions	0	1	2	3	4	( %)
5 resn	ects diverse points of view	Ö	ì	2	3	4	(3)
	ires student thought and participation	ő	1	2	3	4	
•	cits and responds constructively to	V	1	2	J	7	
7. 30110	student opinions	0	1	2	3	٠ 4	(Ca)
8 treat	s class members equitably	Ö	1	2	3	4	9
	gnizes when students do not understand	0	1	2	3	4	(E)
	mowledges different approaches to learning	. 0	1	5,	3	. <u>7</u>	PS .
IV. acr	arow reages attracent application to reating	U	T	4	J	7	1 7

# VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

Cirole best answer

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

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Scmester(circle one): Fall Spring 200 T Teaching Assistant's Name A. Murdie COURSE NUMBER 100 SECTION 001 I. ORGANIZATION N/A Needs Does Well Improvement 1. clearly states the goal or objective for the period 0 2. reviews prior class material to prepare students for the content to be covered 0 3. provides internal summaries and transitions 0 4. summarizes and distills main points at the end of class 0 5. appears well prepared for class II. PRESENTATION 0 3 5 1. incorporates various instructional supports like slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 0 3. eommunicates a sense of enthusiasm and excitement 0 toward the content 2 4. talks to the class, not the board or windows 0 5. varies the pace and tone to keep students alert 6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion 0 5 CREDIBILITY AND CONTROL 0 1. appears comfortable and competent with the content 2. responds confidently to student inquiries for additional information 3. speaks about course content with confidence 0 and authority 4. is able to admit error and/or insufficient knowledge 0 5. respects constructive criticism

IV. CONTENT		N/A	Nee Imp	ds roveme	ent	Doe	s Well
-	ant to student experiences						
and course conter		0	1	2	(3)	4	5
<ol><li>integrates text materia</li></ol>	l into class presentations	0	l	2	3	(J_	5 5 5
•	nan own when appropriate s, concepts or problems in	0	1	2	3	4	5
more than one wa	ıy	0	1	2	3	(4)	5
5. tailors the course to he	lp diverse groups of students	0	1	2	3 3 3	(42)	5 5 5
6. presents background o 7. presents up-to-date de-	f ideas and concepts	0	1	2	3	3	5
where appropriate		0	1	2	(3)	4	5
8. clearly organizes and e		0	1	2	3	4	5
V. INTERACTION	AND RAPPORT						
1. gives students enough	time to respond to questions	0	1	2	(3)	4	5
2. responds to wrong ans	•	0	ì	2 2	3	(4)	5
3. allows ample time for	-	0	l	2	3	4	5
4. encourages students to	-					7	-
questions	F	0	1	2	3	$\mathbf{a}_{\mathbf{L}}$	5
5. respects diverse points	of view	0	1	2	3	42	5
6. requires student though		0	1	2	3	(4)	5
7. solicits and responds c	•					CP	•
student opinions		0	1	2	3	4	(5)
8. treats class members e	quitably	0	1	2	3	4	52
9. recognizes when stude		0	1	2	3	4	5
	nt approaches to learning	0	1	2	3	4	(5)

## VII. OVERALL EVALUATION

- 1. Overall what letter grade would you give this instructor?
- 2. Overall what letter grade would you give this course?

(circle best answer)

A/BCDF A/B)CDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

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Semester(circle one): Fall Spring 200 \_\_\_\_\_ Teaching Assistant's Name \_\_\_\_\_ N / diff COURSE NUMBER 100 SECTION THINKS I. ORGANIZATION N/A Needs Does Well Improvement 1. clearly states the goal or objective for the period 0 2. reviews prior class material to prepare students for the content to be covered 0 2 3 2 3 1 1 3. provides internal summaries and transitions 0 4. summarizes and distills main points at the end of class 0 2 1 5. appears well prepared for class 0 П. PRESENTATION 1. incorporates various instructional supports like 0 2 3 . slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 0 3. communicates a sense of enthusiasm and excitement toward the content 0 4. talks to the class, not the board or windows 0 5. varies the pace and tone to keep students alert 1 0 6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion 0 III. CREDIBILITY AND CONTROL 1. appears coinfortable and competent with the content 0 1 2 2. responds confidently to student inquiries for additional information 0 3. speaks about course content with eonfidence 2 Ŋ and authority 2 4. is able to admit error and/or insufficient knowledge 0 5. respects constructive criticism

Please include additional comments or specific examples below:

GRH TA!

IV. CONTENT	N/A	Needs Improvement			Does Well		
1. selects examples relevant to student experiences							
and course content	0	l	2	3	4	5 5	
2. integrates text material into class presentations	0	1	2	3	4	5	
<ul><li>3. presents views other than own when appropriate</li><li>4. explains difficult terms, concepts or problems in</li></ul>	0	1	2	3	4	5	
more than one way	0	1	2	3	4	5	
5. tailors the course to help diverse groups of students	0	1	. 2	3	4	5	
6. presents background of ideas and concepts	0	1	2	3	4	5	
7. presents up-to-date developments in the field	U	1	2	,	4	5	
where appropriate	0	1	2	3	4	5	
· - ·	0	1	2	3	4	5 5	
8. clearly organizes and explains assignments	U	1	2	J	4	3	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	4	5	
2. responds to wrong answers constructively	0	ì	2	3	4	5	
3. allows ample time for questions	0	l	2	3	4	5	
4. encourages students to respond to each other's							
questions	0	1	2	3	4	5	
5. respects diverse points of view	0	1	2	3	4	5	
6. requires student thought and participation	0	1	2	3,	4	5	
7. solicits and responds constructively to							
student opinions	0	1	2	3	4	5	
8. treats class members equitably	0	1	2	3	4	5	
9. recognizes when students do not understand	0	1	2	3	4	5	
10. acknowledges different approaches to learning	0	1	2	3	4	5	
J		-					

VII. OVERALL EVALUATION	(ci	rcle	bes	st ar	ıswer)	)
1. Overall what letter grade would you give this instructor?	Α	В	C	D	F	
2. Overall what letter grade would you give this course?	Α	В	C	D	F	

Developed with guidelines from How Am I Teaching<sup>9</sup> by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

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Semester(circle one) Fall Spring 200 7 Teaching Ass	sistant's N	Jame	Nos	110		
COURSE NUMBER 100 SECTION 00/			•			
I. ORGANIZATION	N/A	Nee Imp	ds roveme	ent	Doe	s Well
<ol> <li>clearly states the goal or objective for the period</li> <li>reviews prior class material to prepare students for</li> </ol>	0	1	2	3	4	(5)
the content to be covered	0	1	2	3	(4)	_5
3. provides internal summaries and transitions	0	l	2	3 3 3	4	(3)
4. summarizes and distills main points at the end of class	0	1	2	3	(4)	5
5. appears well prepared for class	0	1	2	3	4	$\odot$
II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5
<ol> <li>speaks audibly and cleanly, uses no speech fillers, such as ok/um</li> </ol>	0	1	2	3	4)	5
3. communicates a sense of enthusiasm and excitement	0		2	(3)	_	_
toward the content	0	1	2 2	(3)	4	5 5 5
4. talks to the class, not the board or windows	0	1	2	3	(4)	5
5. varies the pace and tone to keep students alert	0	ı	2	(3)	4	5
<ol> <li>selects teaching methods appropriate for the content, for example lecture, exercises, discussion</li> </ol>	0	1	2	3	4	5
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	(5)
<ol><li>responds confidently to student inquiries for additional information</li></ol>	0	1	2	3	4	(5)
3. speaks about course content with confidence					~	
and authority	0	1	2	3	4	5
4. is able to admit error and/or insufficient knowledge	0	1	2	3	(4)	5 5 5
5. respects constructive criticism	0	1	2	3	4	5

IV.	CONTENT	N/A	Need Impr	is oveme	nt	Doe	s Well
1. sele	ects examples relevant to student experiences						
	and course content	0	1	2	3	(4)	5
2. inte	grates text material into class presentations	0	1	2	3.	(4)	5
	sents views other than own when appropriate	0	1	2	3	4	150
	lains difficult terms, concepts or problems in						$\odot$
	more than one way	0	1	2	3	$(\widehat{4})$	5
5. taile	ors the course to help diverse groups of students	0	1	2 2 2	(3)	4	5 5 5
	sents background of ideas and concepts	0	1	2	. 3	(4)	5
•	sents up-to-date developments in the field	-	•	_	_		,
· · · ·	where appropriate	0	1	2	O	4	5
8 clea	arly organizes and explains assignments	Ő	1	2	3	4	(3)
0, 0,00	and originals and originals	0		_	5	7	
V.	INTERACTION AND RAPPORT						
1. give	es students enough time to respond to questions	0	1	2	3	(4)	5
	onds to wrong answers constructively	0	1	2	3	4	$(\tilde{5})$
	ws ample time for questions	0	1	2	3	4	(5)
	ourages students to respond to each other's	· ·	•	-	Ü	·	<b>3</b>
	questions	0	}	2	3	$\overline{(4)}$	5
5. resp	ects diverse points of view	0	1		3	$\frac{1}{4}$	5
-	ires student thought and participation	0	1	2 2	3	4	$\binom{5}{5}$
	cits and responds constructively to		•	-	~	•	
,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	student opinions	0	1	2	3	4	(5)
8 treat	ts class members equitably	Ő	1	2	3	4	5
	egnizes when students do not understand	0	ì	2	3	$\alpha$	3
	knowledges different approaches to learning	0	1	2	Š)	4	5
co. acr	are a reages arrive our approaches to fearthing	U	1	_		7	J

# VII. OVERALL EVALUATION

1 Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

(A) B C D F A (B) C D F

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merade examples of comments.				unc.		
Semester(circle one): Fall Spring 200 Teaching A	ssistant's l	Vame	MU	die		
COURSE NUMBER 100 SECTION OO						
	27/4	3.7				
I. ORGANIZATION	N/A	Nee			Doe	s Wel
Laborate states the read or altirative for the resid	0		roveme		(1)	-
1. clearly states the goal or objective for the period	U	1	2	3	4	5
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	-
3. provides internal summaries and transitions	0	l	2 2 2	.—	<del>4</del>	5 5
4. summarizes and distills main points at the end of class	0	1	2	3 3	\$	5
5. appears well prepared for class	0	1	2	3	<del>4</del>	· 5
5. appears well prepared for class	U	1	2	3		, ,
II. PRESENTATION						
1. incorporates various instructional supports like	0	1	2	£3	4	5
slides, films, diagrams, etc. where needed						
2. speaks audibly and cleanly, uses no speech fillers,					,	
such as ok/um	0	i	2	3	کم 4	<b>-</b> 5)
3. communicates a sense of enthusiasm and excitement						
toward the content	0	1	2	3	4	( 5
4. talks to the class, not the board or windows	0	1	2	3	4	₹ <u>5</u>
5. varies the pace and tone to keep students alert	0	1	2	3	4	15
6. selects teaching methods appropriate for the content,	_		_	_		·-
for example lecture, exercises, discussion	0	1	2	3	4	×-5-
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	l	2	3	4	, 5
2. responds confidently to student inquiries for						
additional information	0	1	2	3	4	₹5
3. speaks about course content with confidence						
and authority	0	1	2	3	4	5.
4. is able to admit error and/or insufficient knowledge	0	1	2 2	3	4	5_
5. respects constructive criticism	0	1	2	3	4	<sup>2</sup> 5
						×
						-

IV. CONTENT	N/A	Needs Improvement			Does Well		
1. selects examples relevant to student experiences						_	
and course content	0	1	2	3	4	$\bigcirc$	
2. integrates text material into class presentations	0	ì	2	3	4	(5)	
3. presents views other than own when appropriate 4. explains difficult terms, concepts or problems in	0	1	2	3	4	3	
more than one way	0	1	2	3	4	(5)	
5. tailors the course to help diverse groups of students	0	1	2	3	4	(53)	
6. presents background of ideas and concepts	0	1	2	3 3	4	3	
7. presents up-to-date developments in the field	0	,	2	2			
where appropriate	0	1	2 2	3 3	4	8	
8. clearly organizes and explains assignments	0	1	2	3	4	(5)	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	4	(3)	
2. responds to wrong answers constructively	0	l	2	3	4	5	
3. allows ample time for questions	0	1	2	3	4	(5)	
4. encourages students to respond to each other's							
questions	0	1	2	3	4	<u>_</u> 5	
5. respects diverse points of view	0	1	2	3	4	5	
6. requires student thought and participation	0	l	2	3	4	8	
7. solicits and responds constructively to	5						
student opinions	0	l	2	3	4	(3)	
8. treats class members equitably	0	1	2	3	4	5	
9. recognizes when students do not understand	0	·l	2	3	4	3	
10. acknowledges different approaches to learning	0	l	2	3	4	$\overline{\mathbb{C}}$	

#### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

A B C D 1

A (B) C D 1

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988)

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 200 7 Teaching A	Assistant's N	ame_	Amo	nda	<u> Ku</u>	<u>rd,</u> e	
COURSE NUMBER 100 SECTION 604							
I. ORGANIZATION	N/A	Needs Improvement		r	Does Wel		
1. clearly states the goal or objective for the period	0	1	2	3	4	(3)	
2. reviews prior class material to prepare students for the content to be covered	0	1	2	2	<b>7</b> 33	5	
3. provides internal summaries and transitions	0	1	2	3	$\mathcal{A}$	5	
4. summarizes and distills main points at the end of class	0	1	2	3 3 3	*	5 5	
5. appears well prepared for class	0	1	2	3	4	3	
II. PRESENTATION							
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5	
<ol><li>speaks audibly and cleanly, uses no speech fillers, such as ok/um</li></ol>	0	I	2	3	4	5	
3. communicates a sense of enthusiasm and excitement toward the content	0	1	2	3	<b>(4)</b>	5	
4. talks to the class, not the board or windows	Ō	1	2	3 3	4	(3)	
5. varies the pace and tone to keep students alert	0	1	(2)	3	4	5	
6. selects teaching methods appropriate for the content,							
for example lecture, exercises, discussion	0	1	2	3 (	ه)	5	
III. CREDIBILITY AND CONTROL							
1. appears coinfortable and competent with the content	0	1	2	3	4	5	
<ol><li>responds confidently to student inquiries for additional information</li></ol>	0	l	2	3	4	5	
3. speaks about course content with confidence			_		,,		
and authority	0	l	2	3 (	4	5	
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>\s</u>	
5. respects constructive criticism	0	l	2	3	4	5	

Please include additional comments or specific examples below:

Awarda :

IV. CONTENT	N/A	Nee Imp	ds roveme	Does Well			
1. selects examples relevant to student experiences							
and course content	0	l	2	3	4	5	
2. integrates text material into class presentations	0	1	2	3	4	5	
<ol> <li>presents views other than own when appropriate</li> <li>explains difficult terms, concepts or problems in</li> </ol>	0	1	2	3	4	5	
more than one way	0	1	2	3	4	5	
5. tailors the course to help diverse groups of students	0	1	2	3	4	5	
<ul><li>6. presents background of ideas and concepts</li><li>7. presents up-to-date developments in the field</li></ul>	0	1	2	3	4	5	
where appropriate	0	1	2	3	4	5	
8. clearly organizes and explains assignments	0	1	2	3	4	5	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	4	5	
2. responds to wrong answers constructively	0	l	2	3	4	5	
3. allows ample time for questions	0	1	2	3	4	5	
4. encourages students to respond to each other's							
questions	0	1	2	3	4	5	
5. respects diverse points of view	0	1	2	3	4	5	
6. requires student thought and participation	0	1	2	3	4	5	
7. solicits and responds constructively to				-		•	
student opinions	0	1	2	3	4	5	
8. treats class members equitably	Õ	1	2	3	4	5	
9. recognizes when students do not understand	0	1	2		4	5	
10. acknowledges different approaches to learning	0	1	2	3	4	5	

# VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

A B C D F

A B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 200 ] Teaching Assistant's Name Amanda Muidie COURSE NUMBER 100 SECTION 004 I. ORGANIZATION N/A Needs Does Well Improvement 1. clearly states the goal or objective for the period 0 2 2. reviews prior class material to prepare students for the content to be covered 0 3 2 3. provides internal summaries and transitions 0 2 0 4. summarizes and distills main points at the end of class 5. appears well prepared for class **PRESENTATION** II. (3) 0 2 5 1. incorporates various instructional supports like slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, 0 2 such as ok/um 3. communicates a sense of enthusiasm and excitement 0 toward the content. 4. talks to the class, not the board or windows 5. varies the pace and tone to keep students alert 0 6. selects teaching methods appropriate for the content, 0 for example lecture, exercises, discussion III. CREDIBILITY AND CONTROL 0 1. appears comfortable and competent with the content 2. responds confidently to student inquiries for additional information 0 3. speaks about course content with confidence 0 and authority 4. is able to admit error and/or insufficient knowledge 0 5. respects constructive criticism

Please include additional comments or specific examples below:

The was always willing to answer our questions and help out

IV. CONTENT		N/A	Needs Improvement			Does Well					
1. selects examples relevant to student experiences						_					
and course content		0	l	2	3	(4)	5				
2. integrates text material into class presentations		0	1	2	3	<i>(</i> 4)	5				
3. presents views other than own when appropriate		0	1	2	3	4	(3)				
4. explains difficult terms, concepts or problems in							$\odot$				
more than one way		0	1	2	3	(4)	5				
5. tailors the course to help diverse groups of students		0	1	2	3 3	4	5 5 5				
6. presents background of ideas and concepts		. 0	1	2	3	(4)	5				
7. presents up-to-date developments in the field					•		•				
where appropriate		0	1	2	3	(4)	5				
8. clearly organizes and explains assignments		0	1	2	3 3	4	(3)				
,				-	-	·					
V. INTERACTION AND RAPPORT											
1. gives students enough time to respond to questions		0	1	2	3	4	$\bigcirc$				
2. responds to wrong answers constructively		0	1	2	3	4	(5)				
3. allows ample time for questions		0	1	2	3 3	4	25)				
4. encourages students to respond to each other's			-	_	•	,					
questions	176	0	l	2	3	4	(5)				
5. respects diverse points of view		0	1	2	3	4	(5)				
6. requires student thought and participation		Õ	í	2	3	4	8				
7. solicits and responds constructively to		Ū	•	-	_	•					
student opinions		0	1	2	3	4	3				
8. treats class members equitably		0	1	2	3	4	(5)				
9. recognizes when students do not understand		0	1	2	3	$\overline{A}$	رپ				
10. acknowledges different approaches to learning		0	1	2	3	7	2				
to. acadowicages attroidit approaches to teathing		U	1	2	J		J				

she was very aware of our opinions and responses

#### OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

ABCDF ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

# INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): (Fall) Spring 200 7 Teaching Assistant's Name Amanla Muslic

COURSE NUMBER 160 SECTION 601

I. ORGANIZATION	N/A Needs Improvement				Does Well		
<ol> <li>clearly states the goal or objective for the period</li> <li>reviews prior class material to prepare students for</li> </ol>	0	1	2	3	4	(3)	
the content to be covered	0	1	2	3	4	(5)	
3. provides internal summaries and transitions	0	1	2	3	4	Ğ	
4. summarizes and distills main points at the end of class	0	1	2	3 3	$\Theta$	5	
5. appears well prepared for class	0	1	2	3	4	(3) (3) (5)	
II. PRESENTATION							
incorporates various instructional supports like     slides, films, diagrams, etc. where needed	0	1	2	3	6	5	
<ol><li>speaks audibly and cleanly, uses no speech fillers,</li></ol>						1	
such as ok/um	0	1	2	3	4	(5)	
3. communicates a sense of enthusiasm and excitement			_	_		6	
toward the content	0	1	2	3	4	$\mathcal{L}$	
4. talks to the class, not the board or windows	0	1	2 2	3	4	Q	
5. varies the pace and tone to keep students alert	0	1	2	3	4	(5)	
6. selects teaching methods appropriate for the content,			_	_		$\langle \cdot \rangle$	
for example lecture, exercises, discussion	0	1	2	3	4	(5)	
III. CREDIBILITY AND CONTROL							
1. appears comfortable and competent with the content	0	1	2	3	4	3	
2. responds confidently to student inquiries for						2	
additional information	0	1	2	3	4	<u>(5)</u>	
<ol><li>speaks about course content with confidence</li></ol>						$\hat{}$	
and authority	0	1	2	3	4	( <u>5</u> )	
4. is able to admit error and/or insufficient knowledge	0	1	2	3 3	4	<b>(5</b> )	
5. respects constructive criticism	0	1	2	3	4	(5)	

Please include additional comments or specific examples below:

**OVER** 

IV. CONTENT	N/A	Needs Improvement			Does Well		
1. selects examples relevant to student experiences						7	
and course content	0	1	2	3	4	(5)	
2. integrates text material into class presentations	0	1	2 2	3 3 3	4	3	
3. presents views other than own when appropriate	0	1	2	3	4	(5)	
4. explains difficult terms, concepts or problems in							
more than one way	0	1	2	3	4	(5	
5. tailors the course to help diverse groups of students	0	1	2	3	4	B	
6. presents background of ideas and concepts	0	1	2 2	3 3	. 4	(5)	
7. presents up-to-date developments in the field	,		_	•			
where appropriate	0	1	2	3	4	(3)	
8. clearly organizes and explains assignments	0	1	2	3	4	(5)	
o. From the organization and organic months	Ü	•				9	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	4	(3)	
2. responds to wrong answers constructively	0	1	2 2	3 3	4	(3)	
3. allows ample time for questions	0	1	2	3	4	(5)	
4. encourages students to respond to each other's							
questions	0	1	2	3	4	(3)	
5. respects diverse points of view	0	1	2		4	(5)	
6. requires student thought and participation	0	1	2	3	4	(5)	
7. solicits and responds constructively to		-	_	~		0	
student opinions	0	1	2	3	4	(57	
8. treats class members equitably	ŏ.	1	2 -	3 3.	4	(5) ·	
9. recognizes when students do not understand	Ö	1	2	3	<u>(4</u> )	5	
10. acknowledges different approaches to learning	0	ì	2	3	4	(5)	
to. and to meage attracest approaches to fearthing	v	•	~	_	,	9	

The reason I gave the course on C, is because our book was very biased, as well as mislending, particularly in the discussion of African-Americans.

## VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

ABCDF

2. Overall what letter grade would you give this course?

A B Ô D I

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

# <u>INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS</u>

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 200 7 Teaching A	ssistant's N	Vame_	Ama	nda	ين بير	die
COURSE NUMBER DO SECTION 004						
I. ORGANIZATION	N/A	Nee Imp	ds roveme	Does Well		
1. clearly states the goal or objective for the period 2. reviews prior class material to prepare students for	0	1	2	3	4	6
the content to be covered	0	1	2	3	4	15)
3. provides internal summaries and transitions	0	l	2	3	4	<b>E</b>
4. summarizes and distills main points at the end of class	0	1	2	3	4	3
5. appears well prepared for class	0	1	2	3	4	Õ
II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	<b>(4)</b>	5
<ol><li>speaks audibly and cleanly, uses no speech fillers, such as ok/um</li></ol>	0	1	2	3	4	(5)
3. communicates a sense of enthusiasm and excitement				<i>,</i>		
toward the content	0	1	2	(3)	4	5
4. talks to the class, not the board or windows	0	1	2	3	4	(5)
5. varies the pace and tone to keep students alert	0	ì	2	3	4	3
6. selects teaching methods appropriate for the content,	_		_	_	_	
for example lecture, exercises, discussion	0	1	2	3	4	(3)
III. CREDIBILITY AND CONTROL						
<ol> <li>appears comfortable and competent with the content</li> <li>responds confidently to student inquiries for</li> </ol>	0	1	2	3	4	(5)
additional information	0	1	2	3	4	13
3. speaks about course content with confidence	-		_	-	-	C.
and authority	0	1	2	3	4	Ó
4. is able to admit error and/or insufficient knowledge	0	l	2	3	4	(F)
5. respects constructive criticism	0	1	2	3	4	15

IV. CONTENT	N/A	Needs Improvement			Does Well		
1. selects examples relevant to student experiences							
and course content	. 0	1	2	3	4	3	
2. integrates text material into class presentations	0	1	2 2	3	4	(S)	
3. presents views other than own when appropriate	0	1	2	3	4	É	
4. explains difficult terms, concepts or problems in						(_,/	
more than one way	0	1	2	3	4	(5)	
5. tailors the course to help diverse groups of students	0	1	2	13	(4)	5 5	
6. presents background of ideas and concepts	0	l	2	3	4	75	
7. presents up-to-date developments in the field							
where appropriate	0	l	2	3	4	(3)	
8. clearly organizes and explains assignments	0	1	2	3	4	3	
V. INTERACTION AND RAPPORT							
L gives students enough time to respond to questions	0	1	2	3	(A)	5	
2. responds to wrong answers constructively	0	1	2 2	3 3 3	4	(5)	
3. allows ample time for questions	0	î	2	3	1	<u> </u>	
4. encourages students to respond to each other's	v	•	_		<i>C</i> .	v	
questions	0	}	2	3	4	(5)	
5. respects diverse points of view	0	1	2		4	(5)	
6. requires student thought and participation	0	1	2	3	4	(3)	
7. solicits and responds constructively to	-			-			
student opinions	0	1	2	3	4	(S)	
8. treats class members equitably	0	1	2	3	4	(S)	
9. recognizes when students do not understand	0	l	2	3	4	15	
10. acknowledges different approaches to learning	0	1	2	(3)	4	5	

#### OVERALL EVALUATION VII.

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

A B C D F

B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications.

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

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Semester(circle one): Fall Spring 200_7 Teaching As	ssistant's N	lame_t	AMW	ركم	Mu	12ie
COURSE NUMBER 100 SECTION 004						
I. ORGANIZATION	N/A	Need Impr	ls ovemer	Does Well		
clearly states the goal or objective for the period     reviews prior class material to prepare students for	0	1	2	3	4	<b>(3)</b>
the content to be covered	0	1	2	3	4	(5)
3. provides internal summaries and transitions	0	1	2	3 3	4	$\delta \Omega$
4. summarizes and distills main points at the end of class	0	1	2	3	4	5
5. appears well prepared for class	0	1	2	3	4	(5)
II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5
2. speaks audibly and cleanly, uses no speech fillers,						
such as ok/um	0	1	2	3	4	(5)
3. communicates a sense of enthusiasm and excitement						6
toward the content	0	1	2	3	4	( <u>S</u> )
4. talks to the class, not the board or windows	0	1	2	3	4	幺
5. varies the pace and tone to keep students alert	0	1	2	3	4	O
<ol><li>selects teaching methods appropriate for the content, for example lecture, exercises, discussion</li></ol>	0	I	2	3	4	3
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content 2. responds confidently to student inquiries for	0	1	2	3	4	(5)
additional information  3. speaks about course content with confidence	0	l	2	3	(a)	5
and authority	0	1	2	3	4	$\overline{(5)}$
4. is able to admit error and/or insufficient knowledge	ő	l	2	3	4	<b>6</b>
5. respects constructive criticism	0	1	2	3	4	(5)
- · L · · · · · · · · · · · · ·		_	_			

IV. CONTENT	N/A	Need Impr	is oveme	nt	Doe	es Well
1. selects examples relevant to student experiences		-				$\sim$
and course content	0	1	2	3	4	(5)
2. integrates text material into class presentations	0	1	2	3	4	Ď
3. presents views other than own when appropriate	0	1	2	3	4	(5)
4. explains difficult terms, concepts or problems in						0
more than one way	0	1	2	3	4	(5)
5. tailors the course to help diverse groups of students	0	1	2		4	(5)
6. presents background of ideas and concepts	0	1	2 2	3	4	(5)
7. presents up-to-date developments in the field						
where appropriate	0	1	2	3	4	(5)
8. clearly organizes and explains assignments	0	1	2	3	4	(5)
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	( <u>a</u> \	5
2. responds to wrong answers constructively	0	î	2	3 3 3	4	· (3)
3. allows ample time for questions	Ő	1	2	3	4	(5)
4. encourages students to respond to each other's	•	•	_	Ũ	,	$\cup$
questions	0	1	2	3	4	(5)
5. respects diverse points of view	0	1	2	3	4	(5)
6. requires student thought and participation	0	1	2	3	4	(5)
7. solicits and responds constructively to	·	^	_	-	·	
student opinions	0	}	2	: 3	4	(5)
8. treats class members equitably	0	<b>1</b>	2	3	4	(F)
9. recognizes when students do not understand	0	1	2	3	4	(3)
10. acknowledges different approaches to learning	0	1	2	3	4	ð

# VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDF

A)BCDF

Developed with guidelines from How Am I Teaching? by M. Weirner, J.L. Parrètt. M. Kenu (Magna Publications, 1988)

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

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Semester(circle one): Fall Spring 200 Teaching As	ssistant's N	Name_	Ama	nda	Mu	rdi (
COURSE NUMBER 100 SECTION 004						
I. ORGANIZATION	N/A	Nee	ds roveme	nt	Doe	s Well
<ol> <li>clearly states the goal or objective for the period</li> <li>reviews prior class material to prepare students for</li> </ol>	0	1	2	3	4	(g) (a)
the content to be covered	0	1	2	3	4	<b>(3</b> )
3. provides internal summaries and transitions	0	1	2	3	4	<b>E</b>
4. summarizes and distills main points at the end of class	0	1	2		<b>(</b>	5
5. appears well prepared for elass	0	1	2	3	4	(3)
II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	ľ	2	3	4	Ş
<ol> <li>speaks audibly and cleanly, uses no speech fillers, such as ok/um</li> </ol>	0	1	2	3	4	(3)
3. communicates a sense of enthusiasm and excitement						_
toward the content	0	1	2	3	4	(G
4. talks to the class, not the board or windows	0	1	2 2	3	4	ঞ
5. varies the pace and tone to keep students alert	0	1	2	3	4	<b>(3</b> )
6. selects teaching methods appropriate for the content,			_			
for example lecture, exercises, discussion	0	I	2	3	4	3
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	ī	2	3	4	Ģ
2. responds confidently to student inquiries for additional information	0	1	2	3	4	(3)
3. speaks about course content with confidence	0	1	2	2	4	0
and authority	0 0	1 1	2 2	3 3	4 4	
<ul><li>4. is able to admit error and/or insufficient knowledge</li><li>5. respects constructive criticism</li></ul>	0	1	2	3	4	3
3. respects constructive efficient	v	L	4	J	7	4

1. selects examples relevant to student experiences	(5)
	(5)
and course content 0 1 2 3 4	9
2. integrates text material into class presentations 0 1 2 3 4 6 3. presents views other than own when appropriate 0 1 2 3 4 6	ን
3. presents views other than own when appropriate 0 1 2 3 4	3
4. explains difficult terms, concepts or problems in	_
more than one way 0 1 2 3 4 0	3
5. tailors the course to help diverse groups of students 0 1 2 3 4 6. presents background of ideas and concepts 0 1 2 3 4	3 3 3
6. presents background of ideas and concepts 0 1 2 3 4	₹
7. presents up-to-date developments in the field	
where appropriate 0 1 2 3 4 C	<b>3</b>
where appropriate 0 1 2 3 4 0 8. clearly organizes and explains assignments 0 1 2 3 4 0	<b>ু</b> ক্র
V. INTERACTION AND RAPPORT	
1. gives students enough time to respond to questions 0 1 2 3 4 6	<u> </u>
2. responds to wrong answers constructively 0 1 2 3 4	\$
2. responds to wrong answers constructively 0 1 2 3 4 3 allows ample time for questions 0 1 2 3 4	3
4. encourages students to respond to each other's	ی
questions 0 1 2 3 4 8	3
5. respects diverse points of view 0 1 2 3 4	3
6. requires student thought and participation 0 1 2 3 4	3
7. solicits and responds constructively to	٧
student opinions 0 1 2 3 4 Q	Ž)
8. treats class members equitably 0 1 2 3 4	3
9. recognizes when students do not understand 0 1 2 3 4	3
10. acknowledges different approaches to learning 0 1 2 3 4	3

Amanda was great

# VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

B C D F A D C D F

2. Overall what letter grade would you give this course?

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988)

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 200 7 Teaching Assistant's Name Walker Walker Circle one): Fall Spring 200 7 Teaching Assistant's Name Walker Circle one):

COURSE NUMBER SECTION		,		_			
I. ORGANIZATION	N/A	N/A Needs Improvement			Does Well		
clearly states the goal or objective for the period     reviews prior class material to prepare students for	0	1	2	3	4	3	
the content to be covered	0	1	2	3	4	5	
3. provides internal summaries and transitions	0	1	2	3	4	<b>©</b>	
4. summarizes and distills main points at the end of class	0	l	2	Ø	4	ک	
5. appears well prepared for class	0	1	2	3	4	(5)	
II. PRESENTATION							
I. incorporates various instructional supports like     slides, films, diagrams, etc. where needed	0	1	2	Ø	4	5	
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	2	3	4	<b>6</b>	
3. communicates a sense of enthusiasm and excitement	0	1	2	2	4	120	
toward the content	0 0	1	2 2	3 3	4 4	رکھا	
4. talks to the class, not the board or windows	0	1	2	3	4	<i>(</i>	
<ul><li>5. varies the pace and tone to keep students alert</li><li>6. selects teaching methods appropriate for the content,</li></ul>	U	1	2	3	4	9	
for example lecture, exercises, discussion	0	1	2 .	3	4	(5)	
III. CREDIBILITY AND CONTROL							
1. appears comfortable and competent with the content	0	1	2	3	4	0	
<ol><li>responds confidently to student inquiries for additional information</li></ol>	0	1	2	3	4	3	
3. speaks about course content with confidence	_					<b>6</b>	
and authority	0	l	2	3	4	(S)	
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	KS	
5. respects constructive criticism	0	1	2	3	4	$\Theta$	

IV. CONTENT	N/A	Needs Improvement			Does Well		
l. selects examples relevant to student experiences						6	
and course content	0	1	2	3	4		
2. integrates text material into class presentations	0	1	2 2	3	4	$\mathcal{E}$	
3. presents views other than own when appropriate	0	1	2	3	4	(3)	
4. explains difficult terms, concepts or problems in						~	
more than one way	0	1	2	3	4	ري	
5. tailors the course to help diverse groups of students	0	1	2	3	4	(5)	
6. presents background of ideas and concepts	0	1	2	3	4	73)	
7. presents up-to-date developments in the field							
where appropriate	0	1	2	3	4	(5)	
8. clearly organizes and explains assignments	0	1	2	3	4	(3)	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3 .	4	0	
2. responds to wrong answers constructively	ő	i	2	(A)	4	5	
3. allows ample time for questions	0	1	2	<u> </u>	4	(5)	
4. encourages students to respond to each other's	V	1	4	J	7		
questions	0	1	2	3	4	(3)	
5. respects diverse points of view	0	1	2	3	4	6	
6. requires student thought and participation	0	1	2	3	1		
7. solicits and responds constructively to	0		2	ر	~7	0	
student opinions	0	-	2	3	1	6	
8. treats class members equitably	0	A ST	2	3	4	X	
9. recognizes when students do not understand	0	1	2	3	Ä	Ų	
10. acknowledges different approaches to learning	0 .	1	2	3	4	(E)	
10. acknowledges different approaches to feating	U	3	4	)	7	721	

# VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)



Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

Semester(circle one) Fall Spring 200 7

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Teaching Assistant's Name Amounda Muchal

Semester(circle one) Fair Spring 200_/ reaching As	ssistant s r	iame_	Ama	<u>maa</u>	MUCO	<u>UC</u>	
COURSE NUMBER POLS 100 SECTION 004							
I. ORGANIZATION	N/A	Needs Improvement			Does Well		
		mbi				_	
1. clearly states the goal or objective for the period	0	1	2	3	(4)	5	
2. reviews prior class material to prepare students for							
the content to be covered	0	1	2	3	(4)	5	
3. provides internal summaries and transitions	0	1	2	3 3 3	4	5 5	
4. summarizes and distills main points at the end of class	0	1	2	3	4	➂	
5. appears well prepared for class	0	l	2	3	4	(5)	
II. PRESENTATION							
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5	
2. speaks audibly and cleanly, uses no speech fillers,						^	
such as ok/um	0	1	2	3	4	(5)	
3. communicates a sense of enthusiasm and excitement							
toward the content	0	1	2	3	( <del>4</del> )	5	
4. talks to the class, not the board or windows	0	1	2 2	3 3 3	4	$\mathcal{G}$	
5. varies the pace and tone to keep students alert	0	1	2	3	(4)	5	
6. selects teaching methods appropriate for the content,	_	-				_	
for example lecture, exercises, discussion	0	1	2	3	4	<b>(5)</b>	
III. CREDIBILITY AND CONTROL							
1. appears comfortable and competent with the content	0	1	2	3	4	(5)	
<ol><li>responds confidently to student inquiries for additional information</li></ol>	0	1	2	3	4	(5)	
3. speaks about course content with confidence						_	
and authority	0	l	2	3	4	(3)	
4. is able to admit error and/or insufficient knowledge	0	I	2	3	4	<b>E</b>	
5. respects constructive criticism	0	l	2	3	4	(3)	
·							

IV. CONTENT	N/A	Need Impi	ds roveme	nt	Do	es Well
1. selects examples relevant to student experiences						^
and course content	0	1	2	3	4	(5)
2. integrates text material into class presentations	0	1	2	3 3 3	4	( <del>š</del> )
3. presents views other than own when appropriate	0	1	2	3	A)	5
4. explains difficult terms, concepts or problems in					$\cup$	~
more than one way	0	l	2	3	4	(5)
5. tailors the course to help diverse groups of students	0	1	2		(4)	5
6. presents background of ideas and concepts	0	1	2	3 3	$\forall$	<b>(5)</b>
7. presents up-to-date developments in the field						_
where appropriate	0	1	2	3	4	(3)
8. clearly organizes and explains assignments	0	l	2	3	4	(F)
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	(3)
2. responds to wrong answers constructively	0	ì	2	3	4	3
3. allows ample time for questions	Ö	1	2	3	4	75
4. encourages students to respond to each other's	v	•	-	<b>.</b>	,	
questions	0	1	2	3	4	(5)
5. respects diverse points of view	0	1	2	3	4	55 -
6. requires student thought and participation	0	ĺ	2	3	4	25
7. solicits and responds constructively to	•	-	_	-	•	
student opinions	0	1	2	3	4	(5)
8. treats class members equitably	0	1	2	3	4	(3)
9. recognizes when students do not understand	Ō	1	2	3	4	25
10. acknowledges different approaches to learning	0	1	2	3	4	(3)

# VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

A B C D F A B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988)

# INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 200 7 Teaching Assistant's Name 4 Morda

COURSE NUMBER 1 SECTION 000

1. ORGANIZATION N/A Needs Improvement
1. clearly states the goal or objective for the period 0 1 2 3 4 3 2. reviews prior class material to prepare students for

2. reviews prior class material to prepare students for	U	1	2	3	4	(3)
the content to be covered	0	1	2	3	4	(5)
3. provides internal summaries and transitions	0	1	2	3	4	9460
4. summarizes and distills main points at the end of class	0	I	2	3 3	4	♦
5. appears well prepared for class	0	1	2	3	4	<b>(5)</b>
II. PRESENTATION						
1. incorporates various instructional supports like	0	1	2	3	45	5
slides, films, diagrams, etc. where needed						
2. speaks audibly and cleanly, uses no speech fillers,						
such as ok/um	0	1	2	3	4	$\bigcirc$
3. communicates a sense of enthusiasm and excitement						-
toward the content	0	1	2	3	4	ری
4. talks to the class, not the board or windows	0	1	2	3	4	<u></u>
<ol><li>varies the pace and tone to keep students alert</li></ol>	0	1	2	3	4	<b>₹</b>
6. selects teaching methods appropriate for the content,						-
for example lecture, exercises, discussion	0	1	2	3	4	·_5_>
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	3
2. responds confidently to student inquiries for	0	,	2	2	4	
additional information	O	1	2	3	4	جر _

0

0

0

2

Please include additional comments or specific examples below:

3, speaks about course content with confidence

4. is able to admit error and/or insufficient knowledge

and authority

5. respects constructive criticism

IV. CONTENT	N/A		Needs Improvement			es Well
l. selects examples relevant to student experiences		•				_
and course content	0	1	2	3	4	(F)
2. integrates text material into class presentations	0	1	2		4	C 5
3. presents views other than own when appropriate	0	1	2 2	3 3	4	38
4. explains difficult terms, concepts or problems in				_	-	
more than one way	0	1	2	3	4	6
5. tailors the course to help diverse groups of students	0	l		3	4	(f) (b) Ya
6. presents background of ideas and concepts	0	1	2 2	3 3	4	رقيم
7. presents up-to-date developments in the field						_
where appropriate	0	1	2	3	4	-5
8. clearly organizes and explains assignments	0	1	2	3	4	0
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	<b>(5</b> )
2. responds to wrong answers constructively	0	1	2	3	4	(A)
3. allows ample time for questions	0	1	2 2	3	4	-5
4. encourages students to respond to each other's						مست
questions	0	1	2	3	4	ව න
5. respects diverse points of view	0	1	2	3 3 3	4	<i>6</i> 5
6. requires student thought and participation	0	1	2	3	4	3
7. solicits and responds constructively to						
student opinions	0	1	2	3	4	<b>O</b>
8. treats class members equitably	0	1	2	3	4	\$ 6 (5)
9. recognizes when students do not understand	0	1	2 2	3	4	65
10. acknowledges different approaches to learning	0	1	2	3	4	(3)

# VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDF ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

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Semester(circle one): Fall Spring 200 7 Teaching Assistant's Name Monda Murd in COURSE NUMBER 100 SECTION 004 I. ORGANIZATION N/A Needs Does Well Improvement 1. clearly states the goal or objective for the period 2. reviews prior class material to prepare students for the content to be covered 0 0 3. provides internal summaries and transitions 2 3 4. summarizes and distills main points at the end of class 0 1 3 5. appears well prepared for class 0 **PRESENTATION** II. 0 1 2 3 1. incorporates various instructional supports like slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, 0 1 such as ok/um 3. communicates a sense of enthusiasm and excitement O toward the content 0 4. talks to the class, not the board or windows 1 5. varies the pace and tone to keep students alert 6. selects teaching methods appropriate for the content, 3 for example lecture, exercises, discussion U III. CREDIBILITY AND CONTROL 1. appears comfortable and competent with the content 0 1 2. responds confidently to student inquiries for additional information 3. speaks about course content with confidence 0 and authority 2 3 0 1 4. is able to admit error and/or insufficient knowledge

1

Please include additional comments or specific examples below:

5. respects constructive criticism

IV. CONTENT	N/A		Needs Improvement			Does Well		
1. selects examples relevant to student experiences		•				1		
and course content	0	1	2	3	4	<b>(</b> ₃2)		
2. integrates text material into class presentations	0	1	2	3	4	(E)		
3. presents views other than own when appropriate	0	1	2 2	3 3	4	(5)		
4. explains difficult terms, concepts or problems in		_	_		-			
more than one way	0	1	2	3	4	G		
5. tailors the course to help diverse groups of students	0	1	2		4	(E)		
6. presents background of ideas and concepts	0	ì	2	3 3	4	8		
7. presents up-to-date developments in the field			_	_				
where appropriate	0	1	2	3	4	$\bigcirc$		
8. clearly organizes and explains assignments	0	1	2 2	3	4	<b>(5)</b>		
V. INTERACTION AND RAPPORT								
1. gives students enough time to respond to questions	0	1	2	3	4	(5)		
2. responds to wrong answers constructively	0	1	2 2	3	4	8		
3. allows ample time for questions	0	1	2	3	4	187		
4. encourages students to respond to each other's						$\mathcal{L}$		
questions	0	1	2	3	4	(S)		
5. respects diverse points of view	0	1	2	3	4	(5)		
6. requires student thought and participation	0	1	2	3	4	<b>Y</b> 94		
7. solicits and responds constructively to						$\sim$		
student opinions	0	1	2	3	4	6)		
8. treats class members equitably	0	1	2	3	4	<b>6</b>		
9. recognizes when students do not understand	0	1	2	3	4	<b>O</b>		
10. acknowledges different approaches to learning	0	1	2	3	4	<b>(5)</b>		

Avonin was a fantestic TAI she was just great.

#### VII. OVERALL EVALUATION

- 1. Overall what letter grade would you give this instructor?
- 2. Overall what letter grade would you give this course?

(circle best answer)

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSIS

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merade examples of comments.						
Semester(circle one): Fall Spring 200 7 Teaching As	sistant's N	lame_	More	lio		
COURSE NUMBER SECTION			,			
I. ORGANIZATION	N/A	Nee	ds rovemer	nt	Doe	s Well
clearly states the goal or objective for the period     reviews prior class material to prepare students for	0	1	2	3	4	5
the content to be covered	0	1	2	3	4	<b>③</b>
3. provides internal summaries and transitions	0	1	2	3	Ð	5
4. summarizes and distills main points at the end of class	0	1	2 2	3 3 3	Ð	5
5. appears well prepared for class	0	1	2	3	4	5
II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	(3)
<ol><li>speaks audibly and cleanly, uses no speech fillers, such as ok/um</li></ol>	0	1	2	3	4	Ð
3. communicates a sense of enthusiasm and excitement	_		_	_		$\bigcirc$
toward the content	0	1	2	3	4	9
4. talks to the class, not the board or windows	0	I	2	3	4	ن
5. varies the pace and tone to keep students alert	0	1	2	3	٠	5
<ol> <li>selects teaching methods appropriate for the content, for example lecture, exercises, discussion</li> </ol>	0	1	2	3	4	(5)
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	(5)
<ol><li>responds confidently to student inquiries for additional information</li></ol>	0	1	2	3	4	<b>(3)</b>
3. speaks about course content with confidence	_		_	_	$\sim$	_
and authority	0	1	2	3	4)	
4. is able to admit error and/or insufficient knowledge	0	1	2 2	3	4	$\approx$
5. respects constructive criticism	0	I	2	3	4	(J)

IV. CONTENT	N/A		Needs Improvement			Does Well	
1. selects examples relevant to student experiences					_		
and course content	0	1	2	3	4)	5	
2. integrates text material into class presentations	0	1	2 2	3	<b>(4)</b>	5	
<ul><li>3. presents views other than own when appropriate</li><li>4. explains difficult terms, concepts or problems in</li></ul>	0	1	2	3	4	<b>③</b>	
more than one way	0	1	2	2	4	A	
5. tailors the course to help diverse groups of students	0		2 2	3 3 3	4	Ą	
• • •	0	l 1	2	י י	€)	Õ	
6. presents background of ideas and concepts	U	1	2	3	4	$\mathcal{O}$	
7. presents up-to-date developments in the field	Λ	1	2	2		8	
where appropriate	0	l 1	2 2	3 3	4	्र	
8. clearly organizes and explains assignments	0	1	2	3	4	0	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	(4)	5	
2. responds to wrong answers constructively	0	1	2 2 2	3 3 3	(4)	5	
3. allows ample time for questions	0	1	2	3	4	(S)	
4. encourages students to respond to each other's						•	
questions	0	1	2	3	4	B	
5. respects diverse points of view	0	1	2	3	4	ট্র	
6. requires student thought and participation	0	I	2	3	<b>(</b> )	5	
7. solicits and responds constructively to				-	•	_	
student opinions	0	1	2	3	4	B	
8. treats class members equitably	0	1	2	3	4	ര്	
9. recognizes when students do not understand	Ō	1	2	3	4	ঠ	
10. acknowledges different approaches to learning	0	1	2	3	4	<b>7</b> 5	
to totale in telepop directors appropriate to regulate	•	-	_	_	•	Ü	

Always excited and comes with new, corrent overts.

### VII. OVERALL EVALUATION

1 Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDF ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

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Semester(circle one) Fall Spring 200 07 Teaching Assistant's Name Amonda Movdi e
COURSE NUMBER 100 SECTION 00 |

I. ORGANIZATION	N/A	Needs Improvement			Does Well		
1. elearly states the goal or objective for the period 2. reviews prior elass material to prepare students for	0	lmp:	roveme 2	nt 3	4	5	
the content to be covered	0	1	2	3	(4)	5	
3. provides internal summaries and transitions	Õ	ì	2 2	3 3 3	$\stackrel{\smile}{4}$	5	
4. summarizes and distills main points at the end of class	0	1	2	3	TIN	(3)	
5. appears well prepared for class	0	i	2	3	4	5	
II. PRESENTATION							
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	(A)	1	2	3	4	5	
2. speaks audibly and cleanly, uses no speech fillers,	•					$\geqslant$	
such as ok/um	0	1	2	3	4	(5)	
eommunicates a sense of enthusiasm and excitement toward the content	0	1	2	3	$\widehat{A}$	5	
4. talks to the class, not the board or windows	0	1	2 2	3 3	4	( <del>Š</del> )	
5. varies the pace and tone to keep students alert	Õ	1	2	3	( <del>4</del> )	5	
6. selects teaching methods appropriate for the content,	Ü	•	2	3			
for example lecture, exercises, discussion	0	1	2	3	4	5	
III. CREDIBILITY AND CONTROL							
1. appears comfortable and competent with the content	0	1	2	3	4	(5)	
2. responds confidently to student inquiries for							
additional information	0	1	2	3	4	(5)	
3. speaks about course content with confidence	_						
and authority	0	1	2	3	4	$\langle \underline{5} \rangle$	
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	(5)	
5. respects constructive criticism	0	1	2	3	4	(5)	

Please include additional comments or specific examples below:

MA. Murdie spoke too quickly when reviewing.

**OVER** 

IV. CONTENT	N/A	Needs Improvement			Does Well		
<ol> <li>selects examples relevant to student experiences</li> </ol>							
and eourse content	0	1	2	3	4	5	
2. integrates text material into class presentations	0	1	2	3	4	(5)	
3. presents views other than own when appropriate	0	1	2	(3)	4	5	
4. explains difficult terms, concepts or problems in				_		_	
more than one way	0	1	2	3 .	4	(5)	
5. tailors the course to help diverse groups of students	0	1	2	PA.	(D)	De	
6. presents background of ideas and concepts	0	1	2	73)	4	1/89	
7. presents up-to-date developments in the field						~	
where appropriate	0	1	2	3	4	$\mathfrak{A}$	
8. clearly organizes and explains assignments	0	1	2	3 3	4	(3)	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	4	3	
2. responds to wrong answers constructively	0	1	2	3	4	<b>3</b>	
3. allows ample time for questions	0	1	2 2	3	4	3	
4. encourages students to respond to each other's	Ť	-	-		-		
questions	0	1	2	3	4	$\overline{(5)}$	
5. respects diverse points of view	Õ	1	2	3	4	5	
6. requires student thought and participation	Ŏ	i	2	3	4	×	
7. solicits and responds constructively to	ŭ	•	_	· ·		$\mathcal{O}$	
student opinions	0	1	2	3	4	$\bigcirc$	
8. treats class members equitably	ő	1	2	3	4	(5)	
9. recognizes when students do not understand	ő	1	2	3	( <del>4</del> )	5	
10. acknowledges different approaches to learning	Ö	1	2	3	4	(5)	

#### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDF ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

-MANDA MURDIE Semester(circle one): Fall Spring 200 7 Teaching Assistant's Name COURSE NUMBER SECTION SECTION 10 ORGANIZATION N/A Needs Does Well Improvement 0 1. clearly states the goal or objective for the period 2. reviews prior class material to prepare students for the content to be covered 0 2 3 0 3. provides internal summaries and transitions 2 0 4. summarizes and distills main points at the end of class O 5. appears well prepared for class II. PRESENTATION 5 3 1. incorporates various instructional supports like l 2 slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, 0 such as ok/um 3. communicates a sense of enthusiasm and excitement 3 0 toward the content 3 0 4. talks to the class, not the board or windows 2 0 5. varies the pace and tone to keep students alert 6. selects teaching methods appropriate for the content, 2 0 1 3 for example lecture, exercises, discussion CREDIBILITY AND CONTROL 3 1. appears comfortable and competent with the content 0 2. responds confidently to student inquiries for 0 additional information 3. speaks about course content with confidence 0 and authority 2 3 0 4. is able to admit error and/or insufficient knowledge

Please include additional comments or specific examples below:

5. respects constructive criticism

IV. CONTENT	N/A	Need Imp	ds roveme	nt	Doe	es Well
1. selects examples relevant to student experiences					_	
and course content	0	1	2	3	<b>(4</b> )	5_
2. integrates text material into class presentations	0	1	2	3	4	(5)
<ul><li>3. presents views other than own when appropriate</li><li>4. explains difficult terms, concepts or problems in</li></ul>	0	1	2	3	4	5
more than one way	0	1	2	3	14	5
5. tailors the course to help diverse groups of students	0	1	2 2	3	4	5
6. presents background of ideas and concepts	0	1	2	3	4	5
7. presents up-to-date developments in the field	•	•	-	2		- 3
where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5
, <u>-</u>		-	_	-	•	
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	(5)
2. responds to wrong answers constructively	0	1	2		(4)	5
3. allows ample time for questions	0	1	2 2	3	74	5
4. encourages students to respond to each other's						
questions	0	1	2	3	4	$(\overline{5})$
5. respects diverse points of view	0	1	2		4	(5)
6. requires student thought and participation	0	1	2	3,	4	(5)
7. solicits and responds constructively to						
student opinions	0	l	2	3	4	(3)
8. treats class members equitably	0	ì	2	3	4	(5)
9. recognizes when students do not understand	0	1	2	3	4	(3)
10. acknowledges different approaches to learning	0	1	2	3	4	(3)

# VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

 $\mathbf{A}$   $\mathbf{B}$   $\mathbf{C}$   $\mathbf{D}$   $\mathbf{F}$ 

B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

# INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): (Fall) Spring 200 7 Teaching Assistant's Name Amanda Murdie COURSE NUMBER 100 SECTION 000 I. ORGANIZATION N/A Needs Does Well Improvement 0 1. clearly states the goal or objective for the period 2. reviews prior class material to prepare students for the content to be covered 0 3. provides internal summaries and transitions 2 0 2 4. summarizes and distills main points at the end of class 5. appears well prepared for class П. PRESENTATION 0 5 1. incorporates various instructional supports like slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, 0 such as ok/um 3. communicates a sense of cnthusiasm and excitement toward the content 4. talks to the class, not the board or windows 5. varies the pace and tone to keep students alert 6. selects teaching methods appropriate for the content, 3 for example lecture, exercises, discussion CREDIBILITY AND CONTROL III. 5 0 1. appears comfortable and competent with the content 2. responds confidently to student inquiries for 5 additional information 0 2 3. speaks about course content with confidence 0 2 and authority 5 4. is able to admit error and/or insufficient knowledge 0

Please include additional comments or specific examples below:

5. respects constructive criticism

IV. CONTENT	N/A	Need	ds roveme	ent	Doe	s Well
1. selects examples relevant to student experiences	0	,	2	2		_
and course content	0	I 1	2	3 3	4	2
2. integrates text material into class presentations	0	ļ	2		4	ري
<ol> <li>presents views other than own when appropriate</li> <li>explains difficult terms, concepts or problems in</li> </ol>	0	1	2	3	4)	5
more than one way	0	1	2	3	(4)	5
5. tailors the course to help diverse groups of students	0	1		(3)	4	5
6. presents background of ideas and concepts	0	1	2 2	$\frac{\checkmark}{3}$	4	5 5 5
7. presents up-to-date developments in the field		-	_	_		_
where appropriate	0	1	2	3	4	(5)
8. clearly organizes and explains assignments	0	1	2 2	3 3	(4)	$\frac{1}{5}$
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	(4)	5
2. responds to wrong answers constructively	0	1	2 2 2	3	4	5 5 5
3. allows ample time for questions	0	1	2	(3)	4 .	5
4. encourages students to respond to each other's	•	•	_	$\odot$		•
questions	0	1	2	3	(4)	5
5. respects diverse points of view	0	i	2	3 3	${\nearrow}$	5
6. requires student thought and participation	0	1	2	3	4	(5)
7. solicits and responds constructively to						
student opinions	0	I	2	3	4	5
8. treats class members equitably	0	1	2	3	(4)	5 5
9. recognizes when students do not understand	0	1	2	3_	$\widetilde{4}$	5
10. acknowledges different approaches to learning	0	1	2	3	4	5

Amanda is very helpful + flexible.

# VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDF ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988)

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

In this form you are asked to assess your instructor's specific elassroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 200 Teaching As	sistant's N	√ame <u>1</u>	Ama	nda	. Nu	rdle
COURSE NUMBER 3353 SECTION 500			_			
1015 100						
I. ORGANIZATION	N/A	Nee	ds		Doe	es Well
		Imp	roveme	пt		_
1. clearly states the goal or objective for the period	0	1 .	2	3	4	€)
2. reviews prior class material to prepare students for						-
the content to be covered	0	1	2	3	4	(5)
3. provides internal summaries and transitions	0	1	2	3	4	73)
4. summarizes and distills main points at the end of class	0	1	2	3	4	B
5. appears well prepared for class	0	1	2	3	4	(3)
						•
II. PRESENTATION						
	_					
1. incorporates various instructional supports like	<b>(</b> 1)	1	2	3	4	5
slides, films, diagrams, etc. where needed	$\mathbf{U}$					
2. speaks audibly and cleanly, uses no speech fillers,						
such as ok/um	0	1	2	3	4	<b>4</b>
3. communicates a sense of enthusiasm and excitement						
toward the content	0	1	2	3	4	(B)
4. talks to the class, not the board or windows	0	1	2	3	4	<u></u>
5. varies the pace and tone to keep students alert	0	1	2	3	4	(7)
6. selects teaching methods appropriate for the content,			_	_		
for example lecture, exercises, discussion	0	1	2	3	4	(3)
III. CREDIBILITY AND CONTROL						
	0	1	2	2		_
1. appears comfortable and competent with the content	0	1	2	3	4	(C)
2. responds confidently to student inquiries for	0	,	2	-		
additional information	0	1	2	3	4	(C)
3. speaks about course content with confidence	0	1	2	2	4	.6
and authority	0 0	1 1	2 2	3 3	4	$\approx$
4. is able to admit error and/or insufficient knowledge	0	l l	2	3	4	3 <del>(</del>
5. respects constructive criticism	U	1	4	3	4	

IV. CONTENT	N/A	Need	is oveme	nt	Doe	s Well
1. selects examples relevant to student experiences		•				
and course content	0	1	2	3	4	5
2. integrates text material into class presentations	0	1	2	3	4	5
3. presents views other than own when appropriate 4. explains difficult terms, concepts or problems in	0	1	2	3	4	5
more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5
6. presents background of ideas and concepts 7. presents up-to-date developments in the field	0	1	2	3	4	5 5
where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	5
2. responds to wrong answers constructively	0	1	2	3	4	5 5 5
3. allows ample time for questions	0	1	2	3	4	5
4. encourages students to respond to each other's						
questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	5 5 5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to						
student opinions	0	1	2	3	4	5
8. treats class members equitably	0	1	2	3	4	5
9. recognizes when students do not understand	0	1	2	3	4	5 5 5
<ol> <li>acknowledges different approaches to learning</li> </ol>	0	1	2	3	4	5

VII. OVERALL EVALUATION	(circle best answer)
1. Overall what letter grade would you give this instructor?	ABCDF
2. Overall what letter grade would you give this course?	ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988)

# INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 200 07 Teaching A COURSE NUMBER 3353SECTION 000	ssistant's N	Name_	Am	ande	r M	undie
I. ORGANIZATION	N/A	Nee			Doe	es Well
<ol> <li>clearly states the goal or objective for the period</li> <li>reviews prior class material to prepare students for</li> </ol>	0	l I	roveme 2	3	<b>(4)</b>	5
the content to be covered 3. provides internal summaries and transitions		1 !	2 2 2	3 3 3	4	5
<ul><li>4. summarizes and distills main points at the end of class</li><li>5. appears well prepared for class</li></ul>	0	1	2	3	4	8
II. PRESENTATION				$\sim$		
<ol> <li>incorporates various instructional supports like slides, films, diagrams, etc. where needed</li> </ol>	0	1	2	(3)	4	5
<ol> <li>speaks audibly and eleanly, uses no speech fillers, such as ok/um</li> <li>communicates a sense of enthusiasm and excitement</li> </ol>	0	1	2	3	4	5
toward the content	0	1	2	3	4	$\mathcal{Q}$
4. talks to the class, not the board or windows	0	l	2 2	3 3 3	4	
<ul><li>5. varies the pace and tone to keep students alert</li><li>6. selects teaching methods appropriate for the content,</li></ul>	0	1	2	3	4	$\bigcirc$
for example lecture, exercises, discussion	0	1	2	3	4	$\left( 5\right)$
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content 2. responds confidently to student inquiries for	0	1	2	3	4	(5)
additional information	0	l	2	3	4	(5)
3. speaks about course content with confidence and authority	0	1	2	3	4	2
<ul><li>4. is able to admit error and/or insufficient knowledge</li><li>5. respects constructive criticism</li></ul>	(g)	1 1	2 2	3	4	(5) 5

IV. CONTENT	N/A	Need Imp	ds roveme	nt	Do	es Well
1. selects examples relevant to student experiences						
and course content	0	1	2	3	4	ري
<ol><li>integrates text material into class presentations</li></ol>	0	I	2	3	4	$\bigcirc$
3. presents views other than own when appropriate	0	1	2	3	4	$\mathcal{G}$
4. explains difficult terms, concepts or problems in						
more than one way	0	1	2	3	4	$\bigcirc$
5. tailors the course to help diverse groups of students	0	1			4	-G
6. presents background of ideas and concepts	0	1	2 2	3 3	4	(3)
7. presents up-to-date developments in the field						
where appropriate	0	1	2	3	4	$(\underline{)}$
8. clearly organizes and explains assignments	0	1	2	3 3	4	(5)
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	(3)
2. responds to wrong answers constructively	Ō	1	2	3	4	(5)
3. allows ample time for questions	0	1	2	3 3	4	
4. encourages students to respond to each other's	-	•	_			$(\mathcal{I})$
questions	0	ī	2	3	4	(£)
5. respects diverse points of view	Õ	ì	2	3	4	3
6. requires student thought and participation	0	1	2	3	4	3
7. solicits and responds constructively to		_	_	_	,	$\leq$
student opinions	0	1	2	3	4	$(\mathcal{G})$
8. treats class members equitably	0 .	1	2	3	4:	(3)
9. recognizes when students do not understand	Ō	1	2	3	(4)	5
10. acknowledges different approaches to learning	$\overline{0}$	1	2	3	4	5

# VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDF ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett, M- Kenu (Magna Publications, 1988)

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one) Fall Spring 200 7 Teaching	Assistant's N	lame_	Anard	Mu	idie	
COURSE NUMBER 100 SECTION 000						
I. ORGANIZATION	N/A	Nee	ds roveme	nt	Do	es Well
<ol> <li>clearly states the goal or objective for the period</li> <li>reviews prior class material to prepare students for</li> </ol>	0	1	2	3	4	©
the content to be covered	0	1	2	3	4	(3)
3. provides internal summaries and transitions	0	1	$\overset{2}{\mathscr{O}}$	3	4	(3)
4. summarizes and distills main points at the end of class	0	l •	0		4	$\mathcal{S}_{\mathcal{S}}$
5. appears well prepared for class	0	1	2	3	4	(3)
II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	2	3	4	<u>(3)</u>
communicates a sense of enthusiasm and excitement toward the content	0	1	2	2	4	0
4. talks to the class, not the board or windows	0	1	2	3	4 4	8
5. varies the pace and tone to keep students alert	Ő	i	2 2	(3)	4	5
6. selects teaching methods appropriate for the content,						
for example lecture, exercises, discussion	0	1	2	3	4	(5)
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content 2. responds confidently to student inquiries for	0	1	2	3	4	3
additional information  3speaks about course content with confidence	0	1	2	3	4	0
and authority	0	1	2	3	4	(5)
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	3
5. respects constructive criticism	0	1	2	3	4	(5)

IV. CONTENT	N/A	Need Impro	s ovemen	t	Do	es Well
1. selects examples relevant to student experiences and course content 2. integrates text material into class presentations	0	1	2	3	4	6
3. presents views other than own when appropriate 4. explains difficult terms, concepts or problems in	0	1	2	3	4	8
more than one way	0	1	2	3	4	(Z)
5. tailors the course to help diverse groups of students	0	l	2 2	3	4	2
<ol> <li>presents background of ideas and concepts</li> <li>presents up-to-date developments in the field</li> </ol>	0	I	2	3	4	9
where appropriate	0	1	2	3	4	Œ.
8. clearly organizes and explains assignments	0	i	2	3	4	3
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	(5
2. responds to wrong answers constructively	0	1	2	3	4	62
3. allows ample time for questions	0	1	2	3	4	( <del>5</del> )
4. encourages students to respond to each other's						^
questions	0	1	2 2	3	4	( <u>5</u> )
5. respects diverse points of view	0	l	2	3	4	(2)
6. requires student thought and participation 7. solicits and responds constructively to	0	1	2	3	4	(5)
student opinions	0	1	2	3	4	(3)
8. treats class members equitably	0	1	2	3	4	18
9. recognizes when students do not understand	0	1	2	3	4	Ä
10. acknowledges different approaches to learning	0	1	2	3	4	8

## VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

В С D FВ С D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988)

### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

include examples of confinents.						
Semester(circle one): Fall Spring 200_4 Teaching A	Assistant's N	Name_	Aman	da M	urdu	<u>e</u>
COURSE NUMBER 3353 SECTION 000						
100	NT/ A	NT	٠.		ъ.	- 117-11
I. ORGANIZATION	N/A	Nee			Doe	s Well
		Imp	roveme			
<ol> <li>clearly states the goal or objective for the period</li> </ol>	0	1	2	3	4	B
2. reviews prior class material to prepare students for						A
the content to be covered	0	1	2	3	4	( <del>S</del> )
3. provides internal summaries and transitions	0	I	2	3	4	ூ
4. summarizes and distills main points at the end of class	0	1	2	3	<b>4</b> )	5
5. appears well prepared for class	0	1	2	3	4	(P) (S) 5 (D)
appoint it on property is a second						•
II. PRESENTATION						
	(3n		_	_		_
<ol> <li>incorporates various instructional supports like</li> </ol>	$\binom{0}{0}$	1	2	3	4	5
slides, films, diagrams, etc. where needed						
2. speaks audibly and cleanly, uses no speech fillers,						^
such as ok/um	0	1	2	3	4	(5)
3. eommunicates a sense of enthusiasm and excitement						Š
toward the content	0	1	2	3	4	ري
4. talks to the class, not the board or windows	0	l	2	3	4	$\mathcal{G}$
5. yaries the pace and tone to keep students alert	0	1	2	3	4	(3)
6. selects teaching methods appropriate for the content,						
for example lecture, exercises, discussion	0	1	2	3	4	(5)
tor example rectare, exercises, discussion	Ū	•	_			O
III. CREDIBILITY AND CONTROL						
						_
1. appears comfortable and competent with the content	0	l	2	3	4	(3)
2. responds confidently to student inquiries for						_
additional information	0	1	2	3	4	<b>(</b>
3. speaks about course content with confidence						_
and authority	0	1	2	3	4	③
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	ത്
5. respects constructive criticism	0	l	2	3	4	Č
J. (capoots constituente criticism	J	-	_	-	-	

IV. CONTENT	N/A		Needs Improvement			s Well
1. selects examples relevant to student experiences						
and course content	0	1	2	3	4	5
2. integrates text material into class presentations	0	1	2	3	4	5
3. presents views other than own when appropriate	0	1	2	3	4	5
4. explains difficult terms, concepts or problems in	0	,	2	2	4	-
more than one way		l 1	2 2	3	4	5
5. tailors the course to help diverse groups of students	0 0	1	2	3 3	4	5 5
6. presents background of ideas and concepts	U	1	2	3	4	5
7. presents up-to-date developments in the field	0		2	2		-
where appropriate	0	l ,	2 2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	5
2. responds to wrong answers constructively	0	1	2	3 3	4	5
3. allows ample time for questions	0	1	2	3	4	5
4. encourages students to respond to each other's						
questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to						
student opinions	0	1	2	3	4	5
8. treats class members equitably	0	1	2	3	4	5
9. recognizes when students do not understand	0	1	2	3	4	5
10. acknowledges different approaches to learning	0	1	2	3	4	5

VII. OVERALL EVALUATION	(сіг	cle	bes	it an	iswer)
1. Overall what letter grade would you give this instructor?	A	В	C	D	F
2. Overall what letter grade would you give this course?	Α	В	C	D	F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSIS

Semester(circle one): (Fall) Spring 20007

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments. Teaching Assistant's Name Amullunde

COURSE NUMBER 600 SECTION 100	issisiaili s I	vaine_	1 ( P WHU	An Andr			
I. ORGANIZATION	N/A	Nee	ds		Doe	s Well	
		Imp	rovemer	ıt			
<ol> <li>clearly states the goal or objective for the period</li> <li>reviews prior class material to prepare students for</li> </ol>	0	1	2	3	${\mathfrak G}$	5	
the content to be covered	0	1	2	3	4	5	
3. provides internal summaries and transitions	0	1	2	3	4	5 (3)	
4. summarizes and distills main points at the end of class	0	1	2	3	<b>4</b>	5	
5. appears well prepared for class	0	1	2	3	4	3	
II. PRESENTATION							
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5	
<ol> <li>speaks audibly and cleanly, uses no speech fillers, such as ok/um</li> </ol>	0	1	2	3	4	(3)	
3. communicates a sense of enthusiasm and excitement	U	1	2	)	4	(3)	
toward the content	0	1	2	3	4	5	
4. talks to the class, not the board or windows	0	1	2	3	4	5	
5. varies the pace and tone to keep students alert	0	]	2	<b>3</b> )	4	<u> </u>	
6. selects teaching methods appropriate for the content,	v	1	2	30	4	,	
for example lecture, exercises, discussion	0	1	2	3	4	3	
III. CREDIBILITY AND CONTROL							
1. appears comfortable and competent with the content	0	1	2	3	4	3	
2. responds confidently to student inquiries for						_	
additional information	0	1	2	3	4	<b>(5)</b>	
3. speaks about course content with confidence						_	
and authority	0	1	2	3	4	$\odot$	
4. is able to admit error and/or insufficient knowledge	0	1	2	3	<b>4</b> >	5 (3)	
5. respects constructive criticism	0	1	2	3	4	$\odot$	

IV. CONTENT	N/A	Needs Improvement			Does Wel				
<ol> <li>selects examples relevant to student experiences</li> </ol>						_			
and course content	0	1	2	3	4	<u>(S</u> )			
2. integrates text material into class presentations	0	1	2 2	3	4	(3			
3. presents views other than own when appropriate	0	1	2	3	4	Ğ			
4. explains difficult terms, concepts or problems in									
more than one way	0	1	2	3	45	5			
5. tailors the course to help diverse groups of students	0	1	2 2	3 3 3	Ď	5 5 3			
6. presents background of ideas and concepts	0	ī	2	3	4	3			
7. presents up-to-date developments in the field					·	G			
where appropriate	0	1	2	3	4	<b>(5)</b>			
8. clearly organizes and explains assignments	0	1	2	3	4	(5)			
or orderly organizes mile outprining about		•	_	-	•				
V. INTERACTION AND RAPPORT									
1. gives students enough time to respond to questions	0	1	2	3	4	3			
2. responds to wrong answers constructively	0	1	2		4	5			
3. allows ample time for questions	0	1	2 2	3 3	4	5 (3)			
4. encourages students to respond to each other's						•			
questions	0	1	2	3	4	B			
5. respects diverse points of view	0	1	2	3	4	(3			
6. requires student thought and participation	0	1	2	3	4	73			
7. solicits and responds constructively to									
student opinions	0	1	2	3	4	(3)			
8. treats class members equitably	0	1	2	3	4	(g)			
9. recognizes when students do not understand	0	1	2	3	4	35			
10. acknowledges different approaches to learning	0	1	2	3	P)	5			

# VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

(A) B C D F A B (C) D F

2. Overall what letter grade would you give this course?

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and eandid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 200 7 Teaching Assistant's Name Amarda Murdi & COURSE NUMBER 1015 100 SECTION 000 Was

I. ORGANIZATION	N/A	Nee			Do	es Well
1. clearly states the goal or objective for the period	0	lmp	roveme 2	nt 3	4	3
reviews prior class material to prepare students for the content to be eovered	0	1	2	3	4	$\bigcirc$
3. provides internal summaries and transitions	0	ì	2		4	· «
4. summarizes and distills main points at the end of class	0	1	2	3 3	4	الكيائية
5. appears well prepared for class	Ō	ì	2	3	4	3
II. PRESENTATION						
l. ineorporates various instructional supports like slides, films, diagrams, etc. where needed	0	l	2	3	4	5
2. speaks audibly and cleanly, uses no speech fillers,						
such as ok/um	0	1	2	3	4	5.7
3. communicates a sense of enthusiasm and excitement					<i>,</i>	
toward the content	0	1	2	3 3 3	4	5
4. talks to the class, not the board or windows	0	1	2	3	4	$\bigcirc 5 \bigcirc$
5. varies the pace and tone to keep students alert	0	1	2	3	4	$\left( \begin{array}{c} 5 \end{array} \right)$
6. selects teaching methods appropriate for the content,						::
for example leeture, exercises, discussion	0	1	2	3	4	5
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	G
2. responds confidently to student inquiries for				_		A-2-
additional information	0	1	2	3	4	5.
3. speaks about course content with confidence	0	1	3	2		2
and authority	0	1	2	3	4	25
4. is able to admit error and/or insufficient knowledge	0 0	1	2 2	3 3	4	75
5. respects constructive criticism	U	1	4	د	4	(3)

IV. CONTENT	N/A	Need Impr	ls ovemei	nt	Doe	es Well
selects examples relevant to student experiences     and course content     integrates text material into class presentations	0 0	1	2 2	3	4 4	9
3. presents views other than own when appropriate 4. explains difficult terms, concepts or problems in	0	1	2	3	4	3
more than one way	0	1	2	3	4	(5)
5. tailors the course to help diverse groups of students	0	I	2	3	4	<i>[</i> 35]
<ul><li>6. presents background of ideas and concepts</li><li>7. presents up-to-date developments in the field</li></ul>	0	ì	2	3	4	9
where appropriate	0	1	2 2	3 3	4	(5)
8. clearly organizes and explains assignments	0	1	2	3	4	(3)
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	(5)
2. responds to wrong answers constructively	0	1	2 2	3 3	4	<b>(3)</b>
<ul><li>3. allows ample time for questions</li><li>4. encourages students to respond to each other's</li></ul>	0	1	2	3	4	(3)
questions	0	i	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	(52)
<ul><li>6. requires student thought and participation</li><li>7. solicits and responds constructively to</li></ul>	0	1	2	3	4	3
student opinions	0	1	2	3	4	(5)
8. treats class members equitably	0	1	2	3	4	$\langle 3 \rangle$
9. recognizes when students do not understand	0	1	2	3	4	152
10. acknowledges different approaches to learning	0	1	2	3	4	5

# VII. OVERALL EVALUATION

- 1. Overall what letter grade would you give this instructor?
- 2. Overall what letter grade would you give this course?

(circle best answer A B C D F B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett, M- Kena (Magna Publications, 1988).

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one) Fall Spring 200 7 Teaching Assistant's Name Amanda Hude COURSE NUMBER 100 SECTION 000

I. ORGANIZATION	N/A	Nee		Doe	Does Well		
clearly states the goal or objective for the period     reviews prior class material to prepare students for	0	lmp	rovemei 2	1t 3	4	(5)	
the content to be covered	0	1	2	3	4	<b>(3)</b>	
3. provides internal summaries and transitions	0	1	2	3	4	<b>(3)</b>	
4. summarizes and distills main points at the end of class	0	1	2	3	4	$\bar{\odot}$	
5. appears well prepared for elass	0	1	2	3	4	3	
II. PRESENTATION							
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5	
2. speaks audibly and cleanly, uses no speech fillers,						_	
such as ok/um	0	1	2	3	4	(3)	
3. communicates a sense of enthusiasm and excitement	_					$\sim$	
toward the content	0	l	2	3	4	<u> </u>	
4. talks to the class, not the board or windows	0	1 1	2 2	3	4	$\mathcal{A}$	
5. varies the pace and tone to keep students alert	0	1	2	3	4	(3)	
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0		2	3	4	(5)	
for example feeture, exercises, discussion	U	•	-	,	7	0	
III. CREDIBILITY AND CONTROL							
1. appears comfortable and competent with the content	0	l	2	3	4	(5)	
<ol><li>responds confidently to student inquiries for</li></ol>	_		_				
additional information	0	ì	2	3	4	(5)	
3 speaks about course content with confidence	0	,	2	,		(6)	
and authority	0 0	1	2 2	3 3	4	\display \( \frac{1}{2} \rightarrow \)	
4. is able to admit error and/or insufficient knowledge	0	1	2	ა 3	4 4	75	
5. respects constructive criticism	U	I	2	ر	4		

Amarida was honestly one of the best TA's I've bad at Emery. So was able to celor the material with a style that complemented and simultaneously juxtaposed Dr. Glos. She was always eager to help us understand the material, but most of all she conveyed the kind of sincere concern +/14/2006 (a last clisted in the sametimes missing in some of this schools most

IV. CONTENT	N/A	Need Impr	is oveme	nt	Do	es Well
selects examples relevant to student experiences     and course content     integrates text material into class presentations     presents views other than own when appropriate	0 0 0	I I 1	2 2 2	3 3 3	4 4 4	9
4. explains difficult terms, concepts or problems in more than one way	0	1	2	3	4	(3)
5. tailors the course to help diverse groups of students 6. presents background of ideas and concepts	0 0	1	2 2	3	4 4	මමල
presents up-to-date developments in the field     where appropriate     clearly organizes and explains assignments	0 0	1 1	2 2	3 3	4 4	(S)
V. INTERACTION AND RAPPORT						0
1. gives students enough time to respond to questions	0	1	2	3	4	<b>(3)</b>
<ol> <li>responds to wrong answers constructively</li> <li>allows ample time for questions</li> <li>encourages students to respond to each other's</li> </ol>	0	1	2 2	3	4 4	9
questions  5. respects diverse points of view	0 0	1 1	2 2	3	4 4	9
6. requires student thought and participation 7. solicits and responds constructively to	0	ì	2	3	4	3
student opinions 8. treats class members equitably	0 0	1 1	2 2	3	4 4	9
recognizes when students do not understand     acknowledges different approaches to learning	0 0	1 1	2 2	3 3 3	4 4	3

## VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)



CDE

) C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenn (Magna Publications, 1988)

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSIS

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morado examples of commente.			00 4			
Semester(circle one): Fall Spring 200_7 Teaching As	ssistant's N	Name_	Murd	t		
COURSE NUMBER 100 SECTION 600						
I. ORGANIZATION	N/A	Nee Imp	ds roveme	nt	Do	es Well
1. clearly states the goal or objective for the period 2. reviews prior class material to prepare students for	0	1	2	3	4	(5)
the content to be covered	0	1	2	3	4	©
3. provides internal summaries and transitions	0	1	2	3	4	€
4. summarizes and distills main points at the end of class	0	1	2	3	4	8
5. appears well prepared for class	0	1	2	3	4	<b>S</b>
II. PRESENTATION						
incorporates various instructional supports like     slides, films, diagrams, etc. where needed	0	1	2	3	4	3
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	2	3	4	8
3. communicates a sense of enthusiasm and excitement	0	1	2	2	4	~
toward the content	0 0	1 1	2 2	3 3	4 4	<b>ම</b> ඉ ල
4. talks to the class, not the board or windows	0	ι 1	2	3	4	(S)
<ul><li>5. varies the pace and tone to keep students alert</li><li>6. selects teaching methods appropriate for the content,</li></ul>	U	L	2	3	4	9/
for example lecture, exercises, discussion	0	l	2	3	4	(3)
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	5
2. responds confidently to student inquiries for additional information	0	1	2	3	4	(5)
3. speaks about course content with confidence and authority	0	1	2	3	4	$\mathcal{S}^{2}$
4. is able to admit error and/or insufficient knowledge	0	l	2	3	4	
5. respects constructive criticism	0	l	2	3	4	(5) (5)
3. Topota condition to difficiant	Ü	•	_	_		~

IV. CONTENT	N/A	Need Impr	ls ovemei	nt	Do	es Well
<ol> <li>selects examples relevant to student experiences and course content</li> </ol>	0	1	2	3	4	(
2. integrates text material into elass presentations	0	1	2	3	4	ଭି
3. presents views other than own when appropriate 4. explains difficult terms, concepts or problems in	0	1	2	3 3	4	<b>§</b> )
more than one way	0	1	2	3	4	(3)
5. tailors the course to help diverse groups of students	0	1	2	3 3	4	ð
6. presents background of ideas and concepts 7. presents up-to-date developments in the field	0	1	2	3	4	\$
where appropriate	0	1	2	3	4	(5)
8. clearly organizes and explains assignments	0	1	2 2	3	4	<u>©</u>
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	(5 <sup>)</sup>
2. responds to wrong answers constructively	0	1	2 2	3 3 3	4	( <u>5</u> )
3. allows ample time for questions	0	l	2	3	4	5)
<ol> <li>encourages students to respond to each other's</li> </ol>						$\mathcal{O}$
questions	0	1	2	3	4	(5/
5. respects diverse points of view	0	l	2 2	3 3	4	(5/2
6. requires student thought and participation	0	ŀ	2	3	4	(5)
7. solicits and responds constructively to						,
student opinions	0	1	2	3	4	(5/
8. treats class members equitably	0	1	2	3 3	4	<b>E</b> ?
<ol><li>recognizes when students do not understand</li></ol>	0	1	2		4	(5)
10. acknowledges different approaches to learning	0	l	2	3	4	(5)

## VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 200 07 Teaching Assistant's Name A. M.-d. COURSE NUMBER (00 SECTION 600

I. ORGANIZATION	N/A	Nee	ds roveme	Do	Does Well		
1. clearly states the goal or objective for the period 2. reviews prior class material to prepare students for	0	1	2	3	4	5	
the content to be covered	0	1	2	3	4	/ 5	
3. provides internal summaries and transitions	0	1	2	3	4	5 5	
4. summarizes and distills main points at the end of class	0	1	2	3	4	5/	
5. appears well prepared for class	0	1	2	3	4	3/	
II. PRESENTATION							
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	Á	
2. speaks audibly and cleanly, uses no speech fillers,							
such as ok/um	0	1	2	3	4	5	
3. communicates a sense of enthusiasm and excitement	_					1 1	
toward the content	0	1	2	3	4	[5]	
4. talks to the elass, not the board or windows	0	1	2	3	4	5	
<ol><li>varies the pace and tone to keep students alert</li></ol>	0	1	2	3	4	5	
6. selects teaching methods appropriate for the content,						\	
for example lecture, exercises, discussion	0	1	2	3	4	<b>S</b> J	
III. CREDIBILITY AND CONTROL							
1. appears comfortable and competent with the content	0	1	2	3	4	5	
2. responds confidently to student inquiries for							
additional information	0	1	2	3	4	5	
3. speaks about course content with confidence							
and authority	0	l	2	3	4	5	
4. is able to admit error and/or insufficient knowledge	0	1	2 2	3 3	4	5	
5. respects constructive criticism	0	1	2	3	4	5/	
						١ /	

IV. CONTENT	N/A	Nee Imp	ds roveme	nt	Doe	s Well
1. selects examples relevant to student experiences						
and course content	0	1	2	3	4	<b>(S)</b>
2. integrates text material into class presentations	0	1	2	3	4	(5/
3. presents views other than own when appropriate	0	1	<u>ق</u>	3	4	5
4. explains difficult terms, concepts or problems in						
more than one way	0	1	2	3	<b>3</b>	5
5. tailors the course to help diverse groups of students	0	1	Ø	3 3 3	4	5
6. presents background of ideas and concepts	0	1	2	3	4	5 5 O
7. presents up-to-date developments in the field			_			
where appropriate	0	1	Ø	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5 (5)
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	$\mathcal{Q}$	3	4	5
2. responds to wrong answers constructively	0	ŀ	2	3 3 3	4	(S)
3. allows ample time for questions	0	i	2	3	Ø	5
4. encourages students to respond to each other's	_	-	_	_	_	
questions	0	1	2	3	<b>(</b>	5
5. respects diverse points of view	0	1	2 2 2	3	4	6
6. requires student thought and participation	0	1	2	(3)	4	5
7. solicits and responds constructively to				_		
student opinions	0	1	2	3	Œ	5
8. treats class members equitably	0	1	2		4	5 \$
9. recognizes when students do not understand	0	1	2 2	3 3 3	4	(S)
10. acknowledges different approaches to learning	0	ı	(Z)	3	4	5

I thought the discussion section didn't so in depth enough into topics. There was really not protection, just fact leciting.

#### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

ABCDF ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

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Semester(circle one): Fall Spring 200 7 Teaching Assistant's Name Amanda Murdie COURSE NUMBER 1005 60 SECTION 001

I. ORGANIZATION		N/A	Nee	ds	Doe	Does Well		
			Imp	roveme	nt		_	
	1. clearly states the goal or objective for the period	0	1	2	3	4	(5)	
	2. reviews prior class material to prepare students for						_	
	the content to be covered	0	1	2	3	4	(5)	
	3. provides internal summaries and transitions	0	1	2		4	(3)	
	4. summarizes and distills main points at the end of class	0	I	2	3 3 3	4	(5)	
	5. appears well prepared for class	0	1	2	3	4	(3)	
	II. PRESENTATION							
	1. incorporates various instructional supports like	0	1	2	3	<b>(4)</b>	5	
	slides, films, diagrams, etc. where needed							
	2. speaks audibly and cleanly, uses no speech fillers,						<u>_</u>	
	such as ok/um	0	I	2	3	4	(5)	
	3. communicates a sense of enthusiasm and excitement					~		
	toward the content	0	1	2	3	(4)	5_	
	4. talks to the class, not the board or windows	0	1	2 2	3 3 3	4	(5)	
	5. varies the pace and tone to keep students alert	0	1	2	3	4	T5)	
	6. selects teaching methods appropriate for the content,							
	for example lecture, exercises, discussion	0	I	2	3	4	(5)	
	III. CREDIBILITY AND CONTROL							
	I. appears comfortable and competent with the content	0	1	2	3	4	(5)	
	2. responds confidently to student inquiries for						~	
	additional information	0	1	2	3	4	(5)	
	3. speaks about course content with confidence						_	
	and authority	0	1	2	3	4	(5)	
	4. is able to admit error and/or insufficient knowledge	0	1	2	3 3	4	(5)	
	5. respects constructive criticism	0	1	2	3	4	15)	

Please include additional comments or specific examples below:

Arranda was a great TA

ς	(b)	٤	7	ī	0	10. acknowledges different approaches to learning
ς	7	Ē	7	Í	0	9. recognizes when students do not understand
(3)	\$	Ē	7	Ţ	0	8. treats class members equitably
~ ~ (G)(G)	b	٤ ٤	7 7 7 7	Ī	o O	student opinions
	·	ū	•	•	v	7. solicits and responds constructively to
960	<b>7</b>	۶	7.	Ţ	0	6. requires student thought and participation
ð	b	E	7	ī	ŏ	5. respects diverse points of view
75	t t	E E	7 7 7	ī	0	dnestions
	,	·	·	•	v	4. encourages students to respond to each other's
(5)	Þ	٤	7.	Ţ	0	3. allows ample time for questions
\display \( \frac{1}{2} \)	7	٤	7	Ī	0	2. responds to wrong answers constructively
7	7	٤ ٤	7 7	Ī	0	l. gives students enough time to respond to questions
<u> </u>	·	ŭ	Ū	•	v	
						V. INTERACTION AND RAPPORT
(D)	Þ	٤	ζ	]	0	•
Z	t t	٤	7 7	[ I	0	8. clearly organizes and explains assignments
9	t t	£	7 7	I I	0	where appropriate 8. clearly organizes and explains assignments
<b>2</b> 000	t t		შ შ	] ]	0	8. clearly organizes and explains assignments
~@ @ <del>\</del>	† † † † † † † † † † † † † † † † † † †		7 7 7 7	] ] ]	0	7. presents up-to-date developments in the field where appropriate 8 clearly organizes and explains assignments
90 0 v	DD 0 00	£ £	7 7 7 7	] ] ] ] ]	0	6. presents background of ideas and concepts 7. presents up-to-date developments in the field 8. clearly organizes and explains assignments
	DD DD		7 7 7 7 7	] ] ] ] ]	0 0 0	5. tailors the course to help diverse groups of students 6. presents background of ideas and concepts 7. presents up-to-date developments in the field where appropriate 8. clearly organizes and explains assignments
6 000 000 00 00 00 00 00 00 00 00 00 00	4 49 4 44	٤ ٤		] ] ] ] ]	0 0 0	more than one way  5. tailors the course to help diverse groups of students  6. presents background of ideas and concepts  7. presents up-to-date developments in the field  where appropriate  8. clearly organizes and explains assignments
90 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	DD DD DD	٤ ٤		] [ ] [ ] ] ]	0 0 0 0	4. explains difficult terms, concepts or problems in more than one way 5. tailors the course to help diverse groups of students 6. presents background of ideas and concepts 7. presents up-to-date developments in the field 8. clearly organizes and explains assignments 8. clearly organizes and explains assignments
90 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	444 444 44		7 7 7 7 7	[	0 0 0	3. presents views other than own when appropriate 4. explains difficult terms, concepts or problems in more than one way 5. tailors the course to help diverse groups of students 6. presents up-to-date developments in the field 7. presents up-to-date developments in the field where appropriate 8. clearly organizes and explains assignments
(AC) (AC)	444 (4)	٤ ٤		]	0 0 0 0	<ul> <li>2. inlegrates text material into class presentations</li> <li>3. presents views other than own when appropriate</li> <li>4. explains difficult terms, concepts or problems in more than one way</li> <li>5. tailors the course to help diverse groups of students</li> <li>6. presents background of ideas and concepts</li> <li>7. presents up-to-date developments in the field where appropriate</li> <li>8. clearly organizes and explains assignments</li> </ul>

(circle best answer)

A B C D F

A C D F

Needs

V/N

Does Well

VII. OVERALL EVALUATION

CONLENT

'M

I. Overall what letter grade would you give this instructor? 2. Overall what letter grade would you give this course?

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M. Kenu (Magna Publications.

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

COURSE NUMBER 3558 SECTION 004

N/A Needs Does Well I. ORGANIZATION Improvement 0 1. clearly states the goal or objective for the period 2. reviews prior class material to prepare students for 2 3 2 3 2 3 0 the content to be covered 0 3. provides internal summaries and transitions 4. summarizes and distills main points at the end of class 0 0 5. appears well prepared for class PRESENTATION II. 0 1. incorporates various instructional supports like slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, 0 such as ok/um 3. communicates a sense of enthusiasm and excitement toward the content 0 0 4. talks to the class, not the board or windows 5. varies the pace and tone to keep students alert 6. selects teaching methods appropriate for the content,

# III. CREDIBILITY AND CONTROL

for example lecture, exercises, discussion

0	1	2	3	4	(5)
0		2	2	,	ج <sup>ر</sup>
U	I	2	3	4	رن
0	1	2	3	4	(5)
0	1	2	3	4	<u>3</u>
0	1	2	3	4	<u>(\$)</u>
					0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4

0

IV. CONTENT	N/A	Nee	ds roveme	ent	Do	es Well
1. selects examples relevant to student experiences		p				
and course content	0	1	2	3	4	(S)
2. integrates text material into class presentations	0	1	2		4	Ğ
3. presents views other than own when appropriate	0	1	2	3 3	4	(5)
4. explains difficult terms, concepts or problems in	J	•	_	5	7	•
more than one way	0	1	2	3	4	<i>5</i> ~5
5. tailors the course to help diverse groups of students	0	l	2	3	4	
6. presents background of ideas and concepts	0	I	2 2	3 3	4	
7. presents up-to-date developments in the field	Ū	1	2		7	9
where appropriate	0	1	2	1	4	15)
8. clearly organizes and explains assignments	0	1	2	3 3	4	K
o. startly organized into explains morganisms	V	•	_	J	7	9
V. INTERACTION AND RAPPORT						
						6
1. gives students enough time to respond to questions	0	1	2 2	3	4	ري
2. responds to wrong answers constructively	0	1	2	3 3	4	75\
3. allows ample time for questions	0	l	2	3	4	7
4. encourages students to respond to each other's						
questions	0	1	2	3	4	<b>(2</b> )
5. respects diverse points of view	0	1	2	3 3 3	4	<b>(</b>
6. requires student thought and participation	0	1	2	3	4	(3)
7. solicits and responds constructively to						
student opinions	0	1	2	3	4	Ø
8. treats class members equitably	0	1	2 2	3 3	4	3
9. recognizes when students do not understand	0	1	2	3	4	<u>③</u>
10. acknowledges different approaches to learning	0	1	2	3	4	85

None

#### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

(A) B C D F A (B) C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988)

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

Semester/circle one): Fall) Spring 200 7

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Teaching Assistant's Name

Miss. La

Semester(circle one): Fall) Spring 200 7 Teaching A	issistant's N	lame_	U_1	74	<u>6</u>	
COURSE NUMBER 100 SECTION 52						
I. ORGANIZATION	N/A	Nee Imn	ds rovemen	t	Doe	s Well
<ol> <li>clearly states the goal or objective for the period</li> <li>reviews prior class material to prepare students for</li> </ol>	0	l	2	3	4	5
the content to be covered	0	1	2	3	4	$\bigcirc$
3. provides internal summaries and transitions	0	1	2	3 3 3	(4)	5
4. summarizes and distills main points at the end of class	0	1	2	3	æ	5
5. appears well prepared for class	0	1	2 2	3	4	3
II. PRESENTATION						
<ol> <li>incorporates various instructional supports like slides, films, diagrams, etc. where needed</li> <li>speaks audibly and cleanly, uses no speech fillers,</li> </ol>	0	1	<b>(2)</b>	3	4	5
such as ok/um	0	1	2	3	4	(5)
3. communicates a sense of enthusiasm and excitement	0		2	1		6
toward the content	0	1 1	2 2	3 3	4	å
4. talks to the class, not the board or windows	0 0		2	3		5
5. varies the pace and tone to keep students alert	U	1	2	3		5
<ol> <li>selects teaching methods appropriate for the content, for example lecture, exercises, discussion</li> </ol>	0	1	2	3	4	O
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	( <u>5</u> )
2. responds confidently to student inquiries for additional information	0	1	2	3	4	(5)
3. speaks about course content with confidence			_			-
and authority	0	1	2	3	4	5 5
4. is able to admit error and/or insufficient knowledge	0	1	2 2	3	4)	5
5. respects constructive criticism	0	1	2	Ş	4	5

IV. CONTENT	N/A	Nee Imp	ds roveme:	nt	Doe	es Well
<ol> <li>selects examples relevant to student experiences</li> </ol>						
and course content	0	1	2	3	(4)	5
2. integrates text material into class presentations	0	1	2	3 3	4	F5
<ul><li>3. presents views other than own when appropriate</li><li>4. explains difficult terms, concepts or problems in</li></ul>	0	1	2	3	4	8
more than one way	0	1	2	3	4	ES.
5. tailors the course to help diverse groups of students	0	1	2		4	
6. presents background of ideas and concepts	0	1	2 2	3 3	4	8
7. presents up-to-date developments in the field	-	•	-	_	7	
where appropriate	0	1	2	3	4	s
8. clearly organizes and explains assignments	0	1	2 2	3	4	(5)
o. ordary organizos una ospianio addigianiona	Ü	•	-	_	7	$\odot$
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	3
2. responds to wrong answers constructively	0	1	2	3	4	(f)
3. allows ample time for questions	0	1	2 2	3 3	4	15
4. encourages students to respond to each other's						O
questions	0	1	2	3	$\Phi$	5
5. respects diverse points of view	0	1		3	4	<b>63</b>
6. requires student thought and participation	0	1	2 2	3	4	5
7. solicits and responds constructively to						
student opinions	0	1	2	3	4	Con .
8. treats class members equitably	0	1	2	3	4	<del>(5</del> )
9. recognizes when students do not understand	0	1	2	3	4	š
10. acknowledges different approaches to learning	Ō	1	2	3	4	$\overline{30}$
	_		-	-	-	_

#### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

© B C D F A (B) C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett M- Kenu (Magna Publications. 1988).

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one) (Fall) Spring 200 7 Teaching Assistant's Name Awarda Mwdi'e COURSE NUMBER \(\) SECTION OOL 1. ORGANIZATION N/A Needs Does Well Improvement 1. clearly states the goal or objective for the period 3 2 2. reviews prior class material to prepare students for the content to be covered 0 3. provides internal summaries and transitions 0 2 3 4. summarizes and distills main points at the end of class 1 0 2 5. appears well prepared for class 0 1 3 II. PRESENTATION (3) 2 5 0 1 4 1. incorporates various instructional supports like slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 0 3. communicates a sense of enthusiasm and excitement 0 toward the content 4. talks to the class, not the board or windows 5. varies the pace and tone to keep students alert 6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion 1 0 3 III. CREDIBILITY AND CONTROL 3 0 1 1. appears comfortable and competent with the content 2. responds confidently to student inquiries for 3 additional information 0 3. speaks about course content with eonfidence 0 and authority 2 3 4. is able to admit error and/or insufficient knowledge 0 5. respects constructive criticism

Please include additional comments or specific examples below:

OVER

IV. CONTENT	N/A		Needs Improvement			es Well
1. selects examples relevant to student experiences						<u>^</u>
and course content	0	1	2	3	4	(5)
2. integrates text material into class presentations	0	1	2 2	3	4	(S)
3. presents views other than own when appropriate	0	1	2	3	4	(3)
4. explains difficult terms, concepts or problems in						_
more than one way	0	1	2	3	4	(5)
5. tailors the course to help diverse groups of students	0	1	2	3	4	(5)
6. presents background of ideas and concepts	0	1	2 2	3	4	(37)
7. presents up-to-date developments in the field		_		-		
where appropriate	0	1	2	3	4	(5)
8. clearly organizes and explains assignments	0	1	2 2	3	4	$\overline{5}$
		-	_			
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	(5)
2. responds to wrong answers constructively	0	1	2	3	4	(T)
3. allows ample time for questions	0	1	2 2	3	4	(5)
4. encourages students to respond to each other's	ū	•	_	_		•
questions	0	1	2	3	4	(3)
5. respects diverse points of view	0	1		3	4	8
6. requires student thought and participation	0	1	2 2	3	4	(5)
7. solicits and responds constructively to	v	-	-	-		ت
student opinions	0	1	2	3	4	(5)
8. treats class members equitably	ŏ	1	2		4	(3)
9. recognizes when students do not understand	ő	î	2	3 3	4	₹ <b>3</b>
10. acknowledges different approaches to learning	0	1	2	3	4	$\widetilde{(3)}$
10. delation leagues different approaches to learning	V	1	-	,	7	رت

#### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this eourse?

(circle best answer)

ABCD

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall) Spring 200 7 Teaching Assistant's Name Amanda Mardie

Settlester(effect one). If all Johning 200 reacting A	1991914111 9 1	Tallic_	MAG	+04	, ,	a i c
COURSE NUMBER 100 SECTION COO						
I. ORGANIZATION	N/A	Nee	ds		Do	es Well
		Imp	roveme	nt		_
clearly states the goal or objective for the period     reviews prior class material to prepare students for	0	1	2	3	4	(5)
the content to be covered	0	1	2	3	4	<u>(S)</u>
3. provides internal summaries and transitions	0	1	2	3	4	(5)
4. summarizes and distills main points at the end of class	0	1	2	3 3	4	B
5. appears well prepared for class	0	1	2	3	4	(5)
II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	(3)
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	2	3	4	<u>(5)</u>
3. communicates a sense of enthusiasm and excitement	0	1	2	•	4	Ġ
toward the content	0	1	2	3	4	(Š
4. talks to the class, not the board or windows	0	1	2 2	3	4	$\mathcal{Q}$
5. varies the pace and tone to keep students alert	0	l	2	3	4	(3)
<ol><li>sclects teaching methods appropriate for the content, for example lecture, exercises, discussion</li></ol>	0	1	2	3	4	I
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	5
2. responds confidently to student inquiries for	^	_		_		<i>(</i> 2)
additional information	0	1	2	3	4	(5)
3. speaks about course content with confidence			2	-		A
and authority	0	1	2	3	4	يي
4. is able to admit error and/or insufficient knowledge	0	l	2	3	4	92
5. respects constructive criticism	0	1	2	3	4	(3)

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): (Fall Spring 200<u>07</u> Teaching Assistant's Name Amanda Mirdle SECTION 500 COURSE NUMBER `

I. ORGANIZATION	N/A		Needs Improvement			Does Well			
<ol> <li>clearly states the goal or objective for the period</li> <li>reviews prior class material to prepare students for</li> </ol>	0	1	2	3	4	/5			
the content to be covered	0	1	2	3	4	5			
3. provides internal summaries and transitions	0	1	2	3	4				
4. summarizes and distills main points at the end of class	0	l	2 2	3	4	$\begin{array}{c} 5 \\ 5 \end{array}$			
5. appears well prepared for class	0	l	2	3	4	5 '			
II. PRESENTATION						1			
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	l	2	3	4	5			
<ol> <li>speaks audibly and cleanly, uses no speech fillers, such as ok/um</li> </ol>	0	1	2	3	4	5			
3. communicates a sense of enthusiasm and excitement	Ü	•	_	-	7	•			
toward the content	0	1	2	3	4	5			
4. talks to the class, not the board or windows	0	1	2		4	5			
5. varies the pace and tone to keep students alert	0	1	2	3 3	4 ;	5			
6. selects teaching methods appropriate for the content,					1				
for example lecture, exercises, discussion	0	1	2	3	4	5			
III. CREDIBILITY AND CONTROL									
1. appears comfortable and competent with the content	0	l	2	3	4	5 :			
2. responds confidently to student inquiries for				•		- 1			
additional information	0	l	2	3	4	5			
3. speaks about course content with confidence	0	1	2	1	4	أح			
and authority	0	1	2	3 3	4	5			
4. is able to admit error and/or insufficient knowledge	0	l 1	2 2	3	4 4	5   5			
5. respects constructive criticism	0	I	2	2	4	J			

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 2007 Teaching As	sistant's N	lame_	Amar.	da	Mo.	ad.e
COURSE NUMBER 1351 SECTION 000			`			
I. ORGANIZATION	N/A	Nee	ds roveme	Does Well		
<ol> <li>clearly states the goal or objective for the period</li> <li>reviews prior class material to prepare students for</li> </ol>	0	1	2	3	4	<u>(5)</u>
the content to be covered	0	1	2	3	4	(5)
3. provides internal summaries and transitions	0	1	2	3	4	<b>©</b>
4. summarizes and distills main points at the end of class	0	1	2	3	4	Q
5. appears well prepared for class	0	1	2	3	4	(5)
II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	Ô
<ol><li>speaks audibly and cleanly, uses no speech fillers,</li></ol>						a
such as ok/um	0	1	2	3	4	<b>⑤</b>
<ol><li>communicates a sense of enthusiasm and excitement</li></ol>						$\tilde{\wedge}$
toward the content	0	1	2	3	4	بح
4. talks to the class, not the board or windows	0	l	2	3	4	(چ)
5. varies the pace and tone to keep students alert	0	1	2	3	4	( <u>5</u> )
6. selects teaching methods appropriate for the content,	0		•			4
for example lecture, exercises, discussion	0	]	2	3	4	(3)
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	<b>③</b>
2. responds confidently to student inquiries for additional information	0	l	2	3	4	(5)
3, speaks about course content with confidence	v		_	,	7	9
and authority	0	1	2	3	4	B
4. is able to admit error and/or insufficient knowledge	0	î	2	3	4	(5)
T. IS able to define of the definition and the state of t	•	•	-	_	•	7

(3)

Please include additional comments or specific examples below:

5. respects constructive criticism

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall) Spring 200 Teaching As	ecietant'e N	Iorna	1.1	111/0	l.			
	331314111 5 1	tathe_	_//\	<u></u>	4-			
COURSE NUMBER 100 SECTION 000					'			
I. ORGANIZATION	N/A	Nee	ds		Doe	s Well		
W 021G. II (12)			Improvement			~ · · · · · · · ·		
1. clearly states the goal or objective for the period	0	1	2	3	(4)	5		
2. reviews prior class material to prepare students for					_			
the content to be covered	0	1	2 2	<u>(3)</u>	4	5		
3. provides internal summaries and transitions	0	1	2	3	4	5 5		
4. summarizes and distills main points at the end of class	0 0	1	2 2	3	(4)	À		
5. appears well prepared for class	U	1	2	3	4	(C)		
II. PRESENTATION								
				$\sim$				
incorporates various instructional supports like	0	1	2	(3)	4	5		
slides, films, diagrams, etc. where needed								
<ol> <li>speaks audibly and cleanly, uses no speech fillers, such as ok/um</li> </ol>	0	1	2	3	4	(3)		
3. communicates a sense of enthusiasm and excitement	U	1	2	ر	4	9		
toward the content	0	1	2	3	4	(5)		
4. talks to the class, not the board or windows	0	1	2 2	3	4	(3)		
5. varies the pace and tone to keep students alert	0	1	2	3	4	B		
6. selects teaching methods appropriate for the content,					$\sim$	•		
for example lecture, exercises, discussion	0	1	2	3	(4)	5		
III. CREDIBILITY AND CONTROL								
m. cadabata i i i i i i i i i i i i i i i i i i						_		
1. appears comfortable and competent with the content	0	I	2	3	4	(5)		
2. responds confidently to student inquiries for					$\sim$			
additional information	0	1	2	3	$(\mathcal{P})$	5		
3. speaks about course content with confidence			•					
and authority	0	l	2	3	4	$\aleph$		
4. is able to admit error and/or insufficient knowledge	0 0	ì 1	2 2	3	4	$\aleph$		
5. respects constructive criticism	U	ı	2	ر	4	$\mathbf{G}$		

## INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle onc): Fall Spring 200	Teaching Assistant's Name_	Hmonda	Mord.e
COURSE NUMBER 106 SECTION	_ <i></i>		

I. ORGANIZATION		N/A	Nee	ds	Docs Well		
			Imp	rovemei	nt		^
	1. clearly states the goal or objective for the period	0	1	2	3	4	(5)
	2. reviews prior class material to prepare students for the content to be covered	0	ı	2	3	4	(5)
	3. provides internal summaries and transitions	0	1	2	3	4	ব্ৰ
	4. summarizes and distills main points at the end of class	0	1	2	3	4	(3)
	5. appears well prepared for class	0	l	2	3	4	(5)
	II. PRESENTATION						
	1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5
	2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	2	3	4	(5)
	3. communicates a sense of enthusiasm and excitement	v	1	2	,	7	<b>Q</b>
	toward the content	0	1	2	3	$\bigcirc$	
	4. talks to the elass, not the board or windows	0	1	2	3	<b>E</b>	$(\overline{3})$
	5. varies the pace and tone to keep students alert	0	1	2	3	$\bigcirc$	5
	6. selects teaching methods appropriate for the content,						
	for example lecture, exercises, discussion	0	1	2	3	(A)	5
	III. CREDIBILITY AND CONTROL						
	L appears comfortable and competent with the content	0	l	2	3	4	(5)
	2. responds confidently to student inquiries for						
	additional information	0	l	2	3	4	3
	3/speaks about course content with confidence						$\bigcirc$
	and authority	0	1	2	3	4	( <del>5</del> )
	4. is able to admit error and/or insufficient knowledge	0	l	2	3	4	2
	5. respects constructive criticism	0	1	2	3	4	(5)

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

temester(circle one): (Fall) Spring 200 7 Teaching Assistant's Name AM				NOA	MURUIS		
COURSE NUMBER PA -101 SECTION 600							
I. ORGANIZATION	N/A		Needs Improvement			s Well	
<ol> <li>clearly states the goal or objective for the period</li> <li>reviews prior class material to prepare students for</li> </ol>	0	1	2	3	Ð	5	
the content to be covered	0	1	2	3	<b>4</b> )	5	
3. provides internal summaries and transitions	0	1	2 2 2	3	4	D 5 D	
4. summarizes and distills main points at the end of class	0	l	2	(3)	4	5	
5. appears well prepared for class	0	1	2	3	4	3	
II. PRESENTATION							
ineorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5	
<ol><li>speaks audibly and cleanly, uses no speech fillers, such as ok/um</li></ol>	0	1	2	3	4	(5)	
3. communicates a sense of enthusiasm and excitement			_	_			
toward the content	0	1	2	3	4	(5)	
4. talks to the class, not the board or windows	0	1	2	3	4	(D)	
<ul><li>5. varies the pace and tone to keep students alert</li><li>6. selects teaching methods appropriate for the content,</li></ul>	0	1	2	3	(4)	5	
for example lecture, exercises, discussion	0	1	2	3	4	3	
III. CREDIBILITY AND CONTROL							
1. appears comfortable and competent with the content	0	1	2	3	4	(3)	
2. responds confidently to student inquiries for additional information	0	1	2	3	4	(5)	
3. speaks about course content with confidence				_			
and authority	0	l	2	3	4	(5)	
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	(3)	
5. respects constructive criticism	0	1	2	3	4	(3)	

#### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSIS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular eourse and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester(circle one): Fall Spring 200 7 Teaching Assistant's Name Model.

course number $ \infty $ section $ \infty $						
I. ORGANIZATION	N/A	Need	is ovemer	nt	Do	es Well
clearly states the goal or objective for the period     reviews prior class material to prepare students for	0	1	2	3	4	3)
the content to be covered	0	1	2	3	4	62
3. provides internal summaries and transitions	0	1	2	3	4	69
4. summarizes and distills main points at the end of elass	0	1	2	3	4	89
5. appears well prepared for class	0	1	2	3	4	8
II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	(5)
<ol> <li>speaks audibly and cleanly, uses no speech fillers, such as ok/um</li> <li>communicates a sense of enthusiasm and excitement</li> </ol>	0	1	2	3	4	6
toward the content	0	1	2	3	(4)	5
4. talks to the class, not the board or windows	Õ	1	2	3	4	Ŕ
5. varies the pace and tone to keep students alert	Ő	1	2	3	4	(5)
6. selects teaching methods appropriate for the content,	Ŭ	•	-	J	•	
for example lecture, exercises, discussion	0	1	2	3	4	(5
III. CREDIBILITY AND CONTROL						4
1. appears comfortable and competent with the content	0	1	2	3	4	(3)
2. responds confidently to student inquiries for additional information	0	1	2	3	4	(5)
3. speaks about course content with confidence	0	1	2	3	4	
and authority	0	l	2	3	4	استنيا
4. is able to admit error and/or insufficient knowledge 5. respects constructive criticism	0	1	2	3	4	250
3. Teapeola constructive efficiant	v	1	۷	,	7	(

IV. CONTENT	N/A		Needs Improvement			es Well
1. selects examples relevant to student experiences		-				
and course content	0	1	2	3	4	
2. integrates text material into class presentations	0	1	2	3	4	736
3. presents views other than own when appropriate	0	1	2	3	4	$\mathcal{A}$
4. explains difficult terms, concepts or problems in	-	•	_		·	
more than one way	0	1	2	3	4	(A)
5. tailors the course to help diverse groups of students	0	1		3	4	1/20
6. presents background of ideas and concepts	0	1	2 2	3	4	
7. presents up-to-date developments in the field		•	_		•	
where appropriate	0	1	2	3	4	(5/2)
8. clearly organizes and explains assignments	0	1	2	3 3	4	95
	·	•	_		•	<b></b>
V. INTERACTION AND RAPPORT						
			_	_		
1. gives students enough time to respond to questions	0	1	2	3	4	(
2. responds to wrong answers constructively	0	1	2	3	4	(P)
3. allows ample time for questions	0	1	2	3	4	(F).
4. encourages students to respond to each other's						1
questions	0	1	2 2	3	4	0/1
5. respects diverse points of view	0	1	2	3	4	DA
6. requires student thought and participation	0	1	2	3	4	13/
7. solicits and responds constructively to						1/2
student opinions	0	1	2	3	4	(8/h)
8. treats class members equitably	0	1	2	3	4	03/1
9. recognizes when students do not understand	0	1	2	3	4	(جيري
<ol> <li>acknowledges different approaches to learning</li> </ol>	0	1	2	3	4	(5)

## VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(cîrcle best answer)

B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

IV. CONTENT	N/A	Nee Imn	ds roveme	Does Well		
1. selects examples relevant to student experiences						
and course content	0	1	2	(3)	4	5
2. integrates text material into class presentations	0	1		3	4	1
3. presents views other than own when appropriate	0	,	2 2	Ĩ	13	<i>C</i> .,
4. explains difficult terms, concepts or problems in	-	•	_	2	$\mathcal{O}$	,
more than one way	0	1	2	(3)	4	5
5. tailors the course to help diverse groups of students	0	i	2 2 2	3	4	(5)
6. presents background of ideas and concepts	0	i	2	3	4	$\left(\frac{2}{5}\right)$
7. presents up-to-date developments in the field		-	-	~	•	
where appropriate	0	1	2	3	(4)	5
8. clearly organizes and explains assignments	0	1	2 2	3 3	$\mathcal{L}$	<b>1</b> 50
1 5		-	_	-	•	
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	(5)
2. responds to wrong answers constructively	0	1	2 2 2	3 3 3	4	<u>0</u>
3. allows ample time for questions	0	1	2	3	4	(5)
4. encourages students to respond to each other's						
questions	0	l	2	3	4	(5)
5. respects diverse points of view	0	1	2 2	3 3	4	(35)
6. requires student thought and participation	0	Ī	2	3	4	75
7. solicits and responds constructively to						$\simeq$
student opinions	0	1	2	3	4	$\langle 5 \rangle$
8. treats class members equitably	0	1	2	3	4	$(\mathfrak{I})$
9. recognizes when students do not understand	0	1	2	3	4	$\widetilde{\mathscr{Q}}$
10. acknowledges different approaches to learning	0	1	2	3	4	(3)

## VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer A B C D F B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett, M- Kenu (Magna Publications, 1988).

IV. CONTENT	N/A		Needs Improvement			s Well
1. selects examples relevant to student experiences		_	_	_		
and course content	0	I	2	3	4	5
2. integrates text material into class presentations	0	1	2	3	4	5
presents views other than own when appropriate     explains difficult terms, concepts or problems in	0	1	2	3	4	5
more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5 5 5
6. presents background of ideas and concepts	0	1	2	3	4	5
7. presents up-to-date developments in the field		-	_	-	•	
where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	Õ	1	2	3	4	5
are areas, or Samuelo and outplants assignments	v	•	_	_	•	J
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	5
2. responds to wrong answers constructively	0	i	2	3	4	5
3. allows ample time for questions	0	ı	2	3	4	5
4. encourages students to respond to each other's						
questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to		-	_	-	·	-
student opinions	0	1	2	3	4	5
8. treats class members equitably	Ö	1	2	3	4	5
9. recognizes when students do not understand	0	1	2	3	4	5
10. acknowledges different approaches to learning	0	1	2	3	4	5
to be a second of the second approaches to teaming	0	1	_		~	,

## VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

ABCDF

2. Overall what letter grade would you give this course?

A B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988)

IV. CONTENT	N/A	Needs Improvement			Does Well		
l. selects examples relevant to student experiences						$\sim$	
and course content	0	1	2	3	4	(5)	
2. integrates text material into class presentations	0	1	2	3 3 3	.4	<b>(5)</b>	
<ul><li>3. presents views other than own when appropriate</li><li>4. explains difficult terms, concepts or problems in</li></ul>	0	1	2	3	O	5	
more than one way	0	l	2	3	4	(5)	
5. tailors the course to help diverse groups of students	0	1	2	3	4	<b>Y</b> 5)	
6. presents background of ideas and concepts	0	1	2	, 3	. 4	3	
7. presents up-to-date developments in the field	0	,	2	2	6	_	
where appropriate	0	I T	2 2	3 3	ري ا		
8. clearly organizes and explains assignments	U	ı	2	3	4	9	
V. INTERACTION AND RAPPORT							
I. gives students enough time to respond to questions	0	1	2	3	4		
2. responds to wrong answers constructively	0	1	2		4	(5)	
3. allows ample time for questions	0	1	2	3 3	4	<b>(3)</b>	
4. encourages students to respond to each other's							
questions	0	1	2	3	4	$(c_5)$	
5. respects diverse points of view	0	1	2 2	3	4	<b>7</b> 3	
6. requires student thought and participation	0	1	2	3	4	<b>(3)</b>	
7. solicits and responds constructively to							
student opinions	0	1	2	3	4	<b>(</b> 5)	
8. treats class members equitably	0	1	2	3	4	C3	
9. recognizes when students do not understand	0	1	2	3	4	<b>(5)</b>	
10. acknowledges different approaches to learning	0	1	2	3	4	<b>(</b> 5)	

## VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)



B C D F

Sвс D в

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).

IV. CONTENT	N/A	Need. Impro	s ovement	Does Well		
1. selects examples relevant to student experiences and course content	0	1	2	2		
	0	1	2	3	4	$\mathcal{Z}$
2. integrates text material into class presentations	0	1	2	3	4	جي ا
3. presents views other than own when appropriate	0	1	2	3	4	3
4. explains difficult terms, concepts or problems in						
more than one way	0	1	2	3	4	3
5. tailors the course to help diverse groups of students	0	1	2	3	4	(3)
6. presents background of ideas and concepts	0	1	2	3	4	(3)
7. presents up-to-date developments in the field						_
where appropriate	0	1	2	3	4	3
8. clearly organizes and explains assignments	0	1	2 2	3	4	93
	Ü	•	-	~	7	
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	Ò
2. responds to wrong answers constructively	0	1	2		4	ZS)
3. allows ample time for questions	0	1	2	3 3	4	50
4. encourages students to respond to each other's	_	•	-	_	•	•
questions	0	1	2	3	1	12
5. respects diverse points of view	0	1	2	3	1	\(\text{C} \text{C} \
6. requires student thought and participation	0	1	2	3	4	(a)
- · · ·	U	1	2	3	4	9
7. solicits and responds constructively to						. 20.
student opinions	0	1	2	3	4	ري
8. treats class members equitably	0	1	2	3	4	\$ <b>3</b> \$ \( \text{S} \)
<ol><li>recognizes when students do not understand</li></ol>	0	1	2	3	4	9
<ol> <li>acknowledges different approaches to learning</li> </ol>	0	1	2	3	4	<i>(</i> 5)

## VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDI ABCDI

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett, M- Kenu (Magna Publications, 1988)

IV. CONTENT	N/A	Needs Improvement			Does Well		
1. selects examples relevant to student experiences		•				·	
and course content	0	1	2	3	4	/ 5	
2. integrates text material into class presentations	0	ì	2	3	4 /	5	
3. presents views other than own when appropriate	0	1	2	3	4 /	5	
4. explains difficult terms, concepts or problems in	ŭ	•	-	,	7 /	٠	
more than one way	0	1	2	3	4	5	
5. tailors the course to help diverse groups of students	Ö	1	2	3	4	5	
6. presents background of ideas and concepts	0	i	2	3	4	5	
7. presents up-to-date developments in the field	Ü	1		,	7	J	
where appropriate	0	1	2	3	4	5 ∫	
8. clearly organizes and explains assignments	0	1	2 2	3	4	5/:	
o. clearly organizes and explains assignments	U	•	_	,	7 :	J	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	7	3	4	5	
2. responds to wrong answers constructively	0	I	2	3	4		
3. allows ample time for questions	0	1	2 2 2	3 3	4	5 5 ·	
4. encourages students to respond to each other's	· ·	1	2	J	7		
questions	0	1	2	3	4	5	
5. respects diverse points of view	0	i			4	5 5 5	
6. requires student thought and participation	0	1	2 2	3 3	.4	5	
7. solicits and responds constructively to	J	•	-	,	; T	,	
student opinions	0	1	2	3	4	5	
8. treats class members equitably	0	1	2	3	4	5 /	
9. recognizes when students do not understand	0	l	2	3	4	5 /1	
10. acknowledges different approaches to learning	0	1	2 2	3	4	5 /	
to, acidiowicages different approaches to learning	J	1	-	,	7	J .	

## VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(cîrcle best answer)

ABCDE

ABCD

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988)

IV. CONTENT	N/A	Nee Imp	ds roveme	Does Well		
1. selects examples relevant to student experiences						
and course content	0	1	2	3	4	B
2. integrates text material into class presentations	0	1	2	3	4	B
3. presents views other than own when appropriate	0	1	2	3	4	(3)
4. explains difficult terms, concepts or problems in			_	_	·	$\odot$
more than one way	0	1	2	3	4	6
5. tailors the course to help diverse groups of students	Õ	1	2	3 3 3	4	\ <del>\</del>
6. presents background of ideas and concepts	0	Î	2	3	4	$\mathcal{A}$
7. presents up-to-date developments in the field	,	•	2		. 7	9
where appropriate	0	1	2	3	4	À
8. clearly organizes and explains assignments	0	i	2	3	4	75
or other, or gattiebo and outplante aboughting	v	•	2	3	•	$\odot$
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	(5)
2. responds to wrong answers constructively	0	1	2 2 2	3	4	8
3. allows ample time for questions	0	1	2	3 3 3	4	757
4. encourages students to respond to each other's		•	_	-	·	9
questions	0	1	2	3	4	(5)
5. respects diverse points of view	0	1	2	3	4	257
6. requires student thought and participation	0	1	2	3	4	( <del>-</del>
7. solicits and responds constructively to		-		-	•	
student opinions	0	1	2	3	4	B
8. treats class members equitably	0	1	2		4	\ <del>\</del> (\s^2\)
9. recognizes when students do not understand	0	l	2	3 3	4	XX
10. acknowledges different approaches to learning	0	1	2	3	4	43

## VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications, 1988).