

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 Assistant's Name Amanda Murdie
 COURSE NUMBER 100 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
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 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 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 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
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

Please include additional comments or specific examples below.

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

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
 A B C D F

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 3355 SECTION 001 W 3-3:50

I. ORGANIZATION	N/A	Needs Improvement			Does Well	
		1	2	3		
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	4	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						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5
2. speaks audibly and clearly, 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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

Great TA! Very enthusiastic, always helpful, returned civades
 I would definitely take a class if I saw she was teaching it. Best TA I've had at Emory.

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- 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).

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

COURSE NUMBER Eds100 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

(circle best answer)

- Overall what letter grade would you give this instructor?
- 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).

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Semester(circle one): Fall Spring 2007 Teaching Assistant's Name Amanda Murdie

COURSE NUMBER 100 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	<u>4</u>	5
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	<u>4</u>	5
3. provides internal summaries and transitions	0	1	2	3	<u>4</u>	5
4. summarizes and distills main points at the end of class	0	1	2	3	<u>4</u>	5
5. appears well prepared for class	0	1	2	3	<u>4</u>	5

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	<u>3</u>	4	5
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 toward the content	0	1	2	3	<u>4</u>	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	<u>5</u>
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>

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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

IV. CONTENT

- 1. selects examples relevant to student experiences 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

N/A	Needs Improvement			Does Well	
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
0	1	2	3	4	5
0	1	2	3	4	5
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
- 10. acknowledges different approaches to learning

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
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

Please include additional comments or specific examples below.

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).

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Semester(circle one): Fall Spring 2007 Teaching Assistant's Name Amanda Murolo
 COURSE NUMBER 100 SECTION 001

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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- 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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Semester(circle one): Fall Spring 2007 Teaching Assistant's Name Amber...

COURSE NUMBER 100 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	<u>3</u>	4	5
2. reviews prior class material to prepare students for the content to be covered	0	1	2	<u>3</u>	<u>4</u>	5
3. provides internal summaries and transitions	0	1	2	3	<u>4</u>	5
4. summarizes and distills main points at the end of class	0	1	2	3	4	<u>5</u>
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	<u>2</u>	3	4	5
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	2	3	<u>4</u>	5
3. communicates a sense of enthusiasm and excitement toward the content	0	1	<u>2</u>	3	<u>4</u>	5
4. talks to the class, not the board or windows	0	1	2	3	<u>4</u>	5
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, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>

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	<u>5</u>
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	<u>4</u>	5
5. respects constructive criticism	0	1	2	3	<u>4</u>	5

Please include additional comments or specific examples below:

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	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	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 where appropriate	0	1	2	3	4	5
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V. INTERACTION AND RAPPORT

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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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- 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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Semester(circle one): Fall Spring 200 7 Teaching Assistant's Name Murke

COURSE NUMBER 100 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	5
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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	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	5
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:

IV. CONTENT	N/A	Needs Improvement			Does Well
1. selects examples relevant to student experiences and course content	0	1	2	3	4 <u>5</u>
2. integrates text material into class presentations	0	1	2	3	4 <u>5</u>
3. presents views other than own when appropriate	0	1	2	3	4 <u>5</u>
4. explains difficult terms, concepts or problems in more than one way	0	1	2	3	4 <u>5</u>
5. tailors the course to help diverse groups of students	0	1	2	3	4 <u>5</u>
6. presents background of ideas and concepts					
7. presents up-to-date developments in the field where appropriate	0	1	2	3	4 <u>5</u>
8. clearly organizes and explains assignments	0	1	2	3	4 <u>5</u>

V. INTERACTION AND RAPPORT	N/A	Needs Improvement			Does Well
1. gives students enough time to respond to questions	0	1	2	3	4 <u>5</u>
2. responds to wrong answers constructively	0	1	2	3	4 <u>5</u>
3. allows ample time for questions	0	1	2	3	4 <u>5</u>
4. encourages students to respond to each other's questions	0	1	2	3	4 <u>5</u>
5. respects diverse points of view	0	1	2	3	4 <u>5</u>
6. requires student thought and participation	0	1	2	3	4 <u>5</u>
7. solicits and responds constructively to student opinions	0	1	2	3	4 <u>5</u>
8. treats class members equitably	0	1	2	3	4 <u>5</u>
9. recognizes when students do not understand	0	1	2	3	4 <u>5</u>
10. acknowledges different approaches to learning	0	1	2	3	4 <u>5</u>

Please include additional comments or specific examples below.

learned a lot from discussion

VII. OVERALL EVALUATION (circle best answer)

1. Overall what letter grade would you give this instructor? + A B C D F

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).

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 Assistant's Name Murdre

COURSE NUMBER 100 SECTION Wed 3:00pm

I. ORGANIZATION	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	<u>4</u>	5
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	<u>5</u>
3. provides internal summaries and transitions	0	1	2	3	4	<u>5</u>
4. summarizes and distills main points at the end of class	0	1	2	3	4	<u>5</u>
5. appears well prepared for class	0	1	2	3	<u>4</u>	5
 II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	<u>5</u>
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	2	3	<u>4</u>	5
3. communicates a sense of enthusiasm and excitement toward the content	0	1	2	3	<u>4</u>	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	<u>5</u>
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>
 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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

IV. CONTENT

- 1. selects examples relevant to student experiences 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

N/A	Needs Improvement			Does Well	
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
0	1	2	3	4	5
0	1	2	3	4	5
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
- 10. acknowledges different approaches to learning

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
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

Please include additional comments or specific examples below.

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 2007 Teaching Assistant's Name Amanda Murdie

COURSE NUMBER POS 100 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	<u>4</u>	5
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	<u>5</u>
3. provides internal summaries and transitions	0	1	2	3	4	<u>5</u>
4. summarizes and distills main points at the end of class	0	1	2	3	4	<u>5</u>
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	<u>4</u>	5
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 toward the content	0	1	2	3	<u>4</u>	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	<u>5</u>
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>

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	<u>4</u>	5
3. speaks about course content with confidence and authority	0	1	2	3	<u>4</u>	5
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

she was very accessible outside the classroom and very good at explaining things.

OVER

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- 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 eandid in you 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 Assistant's Name Murdie

COURSE NUMBER POLY 100 SECTION 601

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	<u>4</u>	5
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	<u>4</u>	5
3. provides internal summaries and transitions	0	1	2	3	<u>4</u>	5
4. summarizes and distills main points at the end of class	0	1	2	3	<u>4</u>	5
5. appears well prepared for class	0	1	2	3	<u>4</u>	5

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	<u>3</u>	<u>4</u>	5
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	2	3	<u>4</u>	5
3. communicates a sense of enthusiasm and excitement toward the content	0	1	2	3	<u>4</u>	5
4. talks to the class, not the board or windows	0	1	2	3	<u>4</u>	5
5. varies the pace and tone to keep students alert	0	1	2	3	<u>4</u>	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	<u>4</u>	5

III. CREDIBILITY AND CONTROL

1. appears comfortable and competent with the content	0	1	2	3	<u>4</u>	5
2. responds confidently to student inquiries for additional information	0	1	2	3	<u>4</u>	5
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

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	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	3	4	5
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	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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- 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 2007 Teaching Assistant's Name Murdie

COURSE NUMBER 100 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
 A B C D F

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 Murdie

COURSE NUMBER 100 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well
1. clearly states the goal or objective for the period	0	1	2	3	4 <u>5</u>
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	4 <u>5</u>
3. provides internal summaries and transitions	0	1	2	3	4 <u>5</u>
4. summarizes and distills main points at the end of class	0	1	2	3	4 <u>5</u>
5. appears well prepared for class	0	1	2	3	4 <u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4 <u>5</u>
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 toward the content	0	1	2	3	4 <u>5</u>
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 <u>5</u>
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4 <u>5</u>

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 <u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4 <u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4 <u>5</u>
5. respects constructive criticism	0	1	2	3	4 <u>5</u>

Please include additional comments or specific examples below:

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	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	3	4	5
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	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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D E
A B C D F

Developed with guidelines from *How Am I Teaching?* by M. Weimer, J.L. Parratt. 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 A. Murdie

COURSE NUMBER 100 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5
2. speaks audibly and clearly, 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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
A B C D F

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 Mudie

COURSE NUMBER 100 SECTION Wednesday

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

GREAT TA!

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

(circle best answer)

- | | | | | | |
|--|---|---|---|---|---|
| 1. Overall what letter grade would you give this instructor? | A | B | C | D | F |
| 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).

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 Assistant's Name Murdie
 COURSE NUMBER 100 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	4	<u>5</u>
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	<u>4</u>	5
3. provides internal summaries and transitions	0	1	2	3	4	<u>5</u>
4. summarizes and distills main points at the end of class	0	1	2	3	<u>4</u>	5
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	<u>3</u>	4	5
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	2	3	<u>4</u>	5
3. communicates a sense of enthusiasm and excitement toward the content	0	1	2	<u>3</u>	4	5
4. talks to the class, not the board or windows	0	1	2	3	<u>4</u>	5
5. varies the pace and tone to keep students alert	0	1	2	<u>3</u>	4	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	<u>4</u>	5

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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	<u>4</u>	5
4. is able to admit error and/or insufficient knowledge	0	1	2	3	<u>4</u>	5
5. respects constructive criticism	0	1	2	3	<u>4</u>	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

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

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 20017 Teaching Assistant's Name Amanda Murdie
 COURSE NUMBER 100 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
A B C D F

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 Assistant's Name Amanda Murdie

COURSE NUMBER 100 SECTION 004

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	4	<u>5</u>
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	<u>4</u>	5
3. provides internal summaries and transitions	0	1	2	3	<u>4</u>	5
4. summarizes and distills main points at the end of class	0	1	2	3	<u>4</u>	5
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	<u>0</u>	1	2	3	4	5
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	2	3	<u>4</u>	5
3. communicates a sense of enthusiasm and excitement toward the content	0	1	2	3	<u>4</u>	<u>5</u>
4. talks to the class, not the board or windows	0	1	<u>2</u>	3	4	<u>5</u>
5. varies the pace and tone to keep students alert	0	1	<u>2</u>	3	4	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	<u>4</u>	5

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	<u>4</u>	5
3. speaks about course content with confidence and authority	0	1	2	3	<u>4</u>	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

Amanda is awesome.

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

(circle best answer)

- Overall what letter grade would you give this instructor? A B C D F
- 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).

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 004

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	(4)	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

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	(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	1	2	3	(4)	5
6. selects teaching methods appropriate for the content, for example lecture, exereises, 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	(5)
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:

She 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	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	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 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)
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

Please include additional comments or specific examples below.

She was very aware of our opinions and responses

VII. OVERALL EVALUATION

(circle best answer)

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

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

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 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
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 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 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 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
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

Please include additional comments or specific examples below.

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

VII. OVERALL EVALUATION

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

(circle best answer)

- A B C D F
A B C D F

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 Assistant's Name Amanda Murdie
 COURSE NUMBER 100 SECTION 004

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	4	<u>5</u>
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	<u>5</u>
3. provides internal summaries and transitions	0	1	2	3	4	<u>5</u>
4. summarizes and distills main points at the end of class	0	1	2	3	4	<u>5</u>
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	<u>4</u>	5
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 toward the content	0	1	2	<u>3</u>	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	<u>4</u>	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>

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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
A B C D F

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 Muldie

COURSE NUMBER 100 SECTION 004

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
A B C D F

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 004

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

Amanda was great

VII. OVERALL EVALUATION

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

(circle best answer)

Ⓐ B C D F
A Ⓑ C D F

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): Fal Spring 2007 Teaching Assistant's Name Amanda Mordie

COURSE NUMBER _____ SECTION 02

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	4	<u>5</u>
2. reviews prior class material to prepare students for the content to be covered	0	1	2	<u>3</u>	4	<u>5</u>
3. provides internal summaries and transitions	0	1	2	3	4	<u>5</u>
4. summarizes and distills main points at the end of class	0	1	2	<u>3</u>	4	<u>5</u>
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	<u>3</u>	4	5
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 toward the content	0	1	2	3	4	<u>5</u>
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	<u>5</u>
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>

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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- 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 2007 Teaching Assistant's Name Amanda Murdie

COURSE NUMBER POLS 100 SECTION 004

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	<u>4</u>	5
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	<u>4</u>	5
3. provides internal summaries and transitions	0	1	2	3	<u>4</u>	5
4. summarizes and distills main points at the end of class	0	1	2	3	4	<u>5</u>
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	<u>3</u>	4	5
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 toward the content	0	1	2	3	<u>4</u>	<u>5</u>
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	<u>4</u>	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>

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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
A B C D F

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 Amanda Murdie

COURSE NUMBER 100 SECTION ODM

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	4	<u>5</u>
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	<u>5</u>
3. provides internal summaries and transitions	0	1	2	3	4	<u>5</u>
4. summarizes and distills main points at the end of class	0	1	2	3	4	<u>5</u>
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	<u>4</u>	5
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 toward the content	0	1	2	3	4	<u>5</u>
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	<u>5</u>
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>

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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
A B C D F

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 004

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5
2. speaks audibly and clearly, 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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

Amanda was a fantastic TA! she was just great.

VII. OVERALL EVALUATION

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

(circle best answer)

- A B C D F
 A B C D F

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 Murdie

COURSE NUMBER 100 SECTION _____

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

Always excited and comes with new, current events.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
A B C D F

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 Amanda Murdie
 COURSE NUMBER 100 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	<u>4</u>	5
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	<u>4</u>	5
3. provides internal summaries and transitions	0	1	2	3	<u>4</u>	5
4. summarizes and distills main points at the end of class	0	1	2	3	4	<u>5</u>
5. appears well prepared for class	0	1	2	3	<u>4</u>	5

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	<u>3</u>	4	5
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 toward the content	0	1	2	3	<u>4</u>	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	<u>4</u>	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	<u>4</u>	5

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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

Ms. Murdie spoke too quickly when reviewing.

OVER

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

- A B C D F
 A B C D F

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 Assistant's Name AMANDA ALIPIZ

COURSE NUMBER 225 SECTION 101

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- 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 2007 Teaching Assistant's Name Amanda Murdie
 COURSE NUMBER 100 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1 1	2 2	3 3	4	5 <u>5</u>
2. reviews prior class material to prepare students for the content to be covered	0	1 1	2	3 3	4	5 <u>5</u>
3. provides internal summaries and transitions	0	1	2	3 3	4 <u>4</u>	5
4. summarizes and distills main points at the end of class	0	1 1	2	3	4 <u>4</u>	5
5. appears well prepared for class	0	1	2	3	4 <u>4</u>	5

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4 <u>4</u>	5
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	2	3	4 <u>4</u>	5
3. communicates a sense of enthusiasm and excitement toward the content	0	1	2	3	4 <u>4</u>	5 <u>5</u>
4. talks to the class, not the board or windows	0 <u>0</u>	1	2	3	4 4	5 <u>5</u>
5. varies the pace and tone to keep students alert	0 <u>0</u>	1	2 2	3	4	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0 0	1	2 2	3	4 <u>4</u>	5

III. CREDIBILITY AND CONTROL

1. appears comfortable and competent with the content	0	1	2	3	4 <u>4</u>	5
2. responds confidently to student inquiries for additional information	0	1	2	3	4 <u>4</u>	5
3. speaks about course content with confidence and authority	0	1	2	3	4 <u>4</u>	5
4. is able to admit error and/or insufficient knowledge	0	1	2	3 <u>3</u>	4	5
5. respects constructive criticism	0	1	2	3 <u>3</u>	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

Amanda is very helpful & flexible.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
A B C D F

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.

Semster(circle one): Fall Spring 2007 Teaching Assistant's Name Amanda Murdle

COURSE NUMBER 3553 SECTION 000
PLS 100

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

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

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 Amanda Murdie

COURSE NUMBER 3353 SECTION 000
100

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
A B C D F

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 Assistant's Name Ananda Murdie

COURSE NUMBER 100 SECTION 000

I. ORGANIZATION	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	4	<u>5</u>
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	<u>5</u>
3. provides internal summaries and transitions	0	1	2	3	4	<u>5</u>
4. summarizes and distills main points at the end of class	0	1	<u>2</u>	3	4	<u>5</u>
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION	N/A	Needs Improvement			Does Well	
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	<u>0</u>	1	2	3	4	5
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 toward the content	0	1	2	3	4	<u>5</u>
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	<u>3</u>	4	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>

III. CREDIBILITY AND CONTROL	N/A	Needs Improvement			Does Well	
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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

- A B C D F
 A B C D F

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 Assistant's Name Amanda Murdue

COURSE NUMBER 3353 SECTION 000

I. ORGANIZATION 100

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

(circle best answer)

- Overall what letter grade would you give this instructor? A B C D F
- 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).

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 20007 Teaching Assistant's Name Arnold Murdc

COURSE NUMBER 100 SECTION 1100

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	<u>4</u>	5
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	<u>4</u>	5
3. provides internal summaries and transitions	0	1	2	3	4	<u>5</u>
4. summarizes and distills main points at the end of class	0	1	2	3	<u>4</u>	<u>5</u>
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	<u>2</u>	3	4	5
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 toward the content	0	1	2	3	<u>4</u>	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	<u>3</u>	4	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>

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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	<u>4</u>	5
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- 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 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 applicahle (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 Amada Murdie
 COURSE NUMBER POLS 100 SECTION 000 Wed

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	4	<u>5</u>
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	<u>5</u>
3. provides internal summaries and transitions	0	1	2	3	4	<u>5</u>
4. summarizes and distills main points at the end of class	0	1	2	3	4	<u>5</u>
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. ineorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	<u>3</u>	4	5
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 toward the content	0	1	2	3	<u>4</u>	<u>5</u>
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	<u>5</u>
6. selects teaching methods appropriate for the content, for example leecture, exercises, discussion	0	1	2	3	4	<u>5</u>

III. CREDIBILITY AND CONTROL

1. appears comfortable and eompetent with the content	0	1	2	3	4	<u>5</u>
2. responds confidently to student inquiries for additional inforonation	0	1	2	3	4	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional eomments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

~~A~~ B C D F
~~X~~ B C D F

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 Hudie
 COURSE NUMBER 100 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	4	<u>5</u>
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	<u>5</u>
3. provides internal summaries and transitions	0	1	2	3	4	<u>5</u>
4. summarizes and distills main points at the end of class	0	1	2	3	4	<u>5</u>
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	<u>4</u>	5
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 toward the content	0	1	2	3	4	<u>5</u>
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	<u>5</u>
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>

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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

Amanda was honestly one of the best TA's I've had at Emory. She was able to color the material with a style that complemented and simultaneously juxtaposed Dr. Gibs'. She was always eager to help us understand the material, but most of all she conveyed the kind of sincere concern that is sometimes missing in some of this schools most

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
A B C D F

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 Murder

COURSE NUMBER 100 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

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

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. Mudie

COURSE NUMBER 100 SECTION 600

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

I thought the discussion section didn't go in depth enough into topics. There was really interpretation, just fact reciting.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
A B C D F

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 Assistant's Name Amanda Murdie

COURSE NUMBER POLS 600 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5
2. speaks audibly and clearly, 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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

Amanda was a great TA

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

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

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

VII. OVERALL EVALUATION

Please include additional comments or specific examples below.

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	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

V. INTERACTION AND RAPPORT

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 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 where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5

N/A
Needs Improvement

Does Well

IV. CONTENT

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 Amanda

COURSE NUMBER 3588 SECTION 004

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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	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	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 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
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

Please include additional comments or specific examples below.

None

VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor? A B C D F
2. Overall what letter grade would you give this course? A B C D F

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 Assistant's Name Murder

COURSE NUMBER 600 SECTION 62

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	<u>4</u>	5
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	<u>5</u>
3. provides internal summaries and transitions	0	1	2	3	<u>4</u>	5
4. summarizes and distills main points at the end of class	0	1	2	3	<u>4</u>	5
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	<u>2</u>	3	4	5
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 toward the content	0	1	2	3	4	<u>5</u>
4. talks to the class, not the board or windows	0	1	2	3	<u>4</u>	5
5. varies the pace and tone to keep students alert	0	1	2	3	<u>4</u>	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>

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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	<u>4</u>	5
4. is able to admit error and/or insufficient knowledge	0	1	2	3	<u>4</u>	5
5. respects constructive criticism	0	1	2	3	<u>4</u>	5

Please include additional comments or specific examples below:

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	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	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 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)
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)

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

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

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 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	4	<u>5</u>
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	<u>5</u>
3. provides internal summaries and transitions	0	1	2	3	<u>4</u>	5
4. summarizes and distills main points at the end of class	0	1	2	3	<u>4</u>	5
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	<u>3</u>	4	5
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 toward the content	0	1	2	3	4	<u>5</u>
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	<u>5</u>
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>

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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

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	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	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 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
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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- 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 2007 Teaching Assistant's Name Amanda Murdie
 COURSE NUMBER 100 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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 Amanda Mordue
 COURSE NUMBER 100 SECTION 600

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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 Assistant's Name Amaran Murad.e
COURSE NUMBER 3351 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
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	4	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

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	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	1	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	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	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

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 Assistant's Name Murdy
 COURSE NUMBER 100 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	<u>4</u>	5
2. reviews prior class material to prepare students for the content to be covered	0	1	2	<u>3</u>	4	5
3. provides internal summaries and transitions	0	1	2	3	<u>4</u>	5
4. summarizes and distills main points at the end of class	0	1	2	3	<u>4</u>	5
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	<u>3</u>	4	5
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 toward the content	0	1	2	3	4	<u>5</u>
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	<u>5</u>
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	<u>4</u>	5

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	<u>4</u>	5
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

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 Assistant's Name Amanda Murdie

COURSE NUMBER Phy 106 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Docs Well	
1. clearly states the goal or objective for the period	0	1	2	3	4	<u>5</u>
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	<u>5</u>
3. provides internal summaries and transitions	0	1	2	3	4	<u>5</u>
4. summarizes and distills main points at the end of class	0	1	2	3	4	<u>5</u>
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	<u>4</u>	5
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 toward the content	0	1	2	3	<u>4</u>	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	<u>4</u>	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	<u>4</u>	5

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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

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 MURVIE
 COURSE NUMBER PSY-101 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	<u>4</u>	5
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	<u>4</u>	5
3. provides internal summaries and transitions	0	1	2	3	4	<u>5</u>
4. summarizes and distills main points at the end of class	0	1	2	<u>3</u>	4	5
5. appears well prepared for class	0	1	2	3	4	<u>5</u>

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	<u>3</u>	4	5
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 toward the content	0	1	2	3	4	<u>5</u>
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	<u>4</u>	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>

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	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

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 Mudie

COURSE NUMBER 100 SECTION 004
pls

I. ORGANIZATION	N/A	Needs Improvement			Does Well	
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	4	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	N/A	Needs Improvement			Does Well	
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	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	1	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	N/A	Needs Improvement			Does Well	
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	5
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:

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	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	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 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
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

Please include additional comments or specific examples below.

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).

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	3	4	5
3. presents views other than own when appropriate	0	1	2	3	4	5
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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	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
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
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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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
 A B C D F

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	3	4	5
3. presents views other than own when appropriate	0	1	2	3	4	5
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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	4	5

V. INTERACTION AND RAPPORT

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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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

(circle best answer)

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

A B C D F
A B C D F

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	3	4	5
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V. INTERACTION AND RAPPORT

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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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

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

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	3	4	5
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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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

- (circle best answer)
1. Overall what letter grade would you give this instructor? A B C D F
2. Overall what letter grade would you give this course? A B C D F

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	3	4	5
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Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

A B C D F
A B C D F

IV. CONTENT

	N/A	Needs Improvement			Does Well	
1. selects examples relevant to student experiences and course content	0	1	2	3	4	5
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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

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

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

(circle best answer)

- A B C D F
 A B C D F