

UK UNIVERSITY OF KENTUCKY

The Graduate School

TEACHING ASSISTANT OBSERVATION FORM

This form is to be completed by an assigned faculty member. Complete one form per teaching assistant. The TA should write his/her comments on the form and sign it. Once the form is finalized, one copy should be sent to the Graduate School and one copy should be placed in the TA's file in the department.

Teaching Assistant Jeff Withers

SID # 404981041

Fac. Observer Allison Soult

Instr. or TA Supr. Allison Soult

Semester (F, Sp, Su) Fall YR 2004

Dept. CHE

Course # A&S 100

Nature of TA responsibilities: Grading only ☐

Lab instr. ☒

Discussion section leader ☐

Indep. instr ☐ Instr. in multi-section course ☐

Other (specify) _____

Evaluate this TA's performance on the following criteria according to the general guidelines provided. For each item, use the check boxes to mark the one statement that best characterizes the TA's performance, or indicate NA for Not Appropriate. (Not all items will apply to TAs who do grading only.) If the faculty observer has not worked closely with the TA and is unable to respond to items involving observations over time, check NR for Not Able to Respond.

1) Accuracy/Consistency

- ☒ Appears to follow grading and course guidelines well, actively inquired about potential points of confusion, can readily explain rationale for challenges/questions
- ☐ Appears to follow grading and course guidelines and rubrics well, pays attention to detail, occasional mistakes or lack of information
- ☐ Appears to follow rubrics or guides, but required frequent or regular corrections
- ☐ Constant problems with interpretations and general carelessness
- ☐ NA ☐ NR

2) Helpfulness to Students

- ☒ Appears to actively seek ways and opportunities to be helpful
- ☐ Appears helpful and receptive when approached
- ☐ Answered questions from students but did not appear to welcome them
- ☐ Appeared to discourage questions and/or belittles or berates questioner
- ☐ NA ☐ NR

3) Knowledge

- ☒ Appears excellent
- ☐ Appears quite good, but hindered by lack of background knowledge of this particular subject
- ☐ Appears ineffective due to lack of knowledge.
- ☐ Ineffective because of lack of effort and/or interest to master subject.
- ☐ NA ☐ NR

4) Communication Skills

- ☒ Appears highly effective, explained difficult concepts well, could function independently.
- ☐ Appears effective, explained most concepts well, needed little follow-up.
- ☐ Appears to have some problems communicating, explains most topics to some extent but requires frequent follow-up.
- ☐ Appears very ineffective, cannot handle responsibilities requiring student interaction.
- ☐ NA ☐ NR

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5) Ability to Engage Students with Course Content

- ☐ Readily engaged students effectively and placed proper emphasis on important points.
☒ Engaged students with material in a comprehensive, organized fashion.
☐ Engaged students or presented material to students but not always within a proper context.
☐ Did not engage students successfully or present material well to students.
☐ NA ☐ NR

6) Professionalism (meets responsibilities and deadlines, is fair and impartial, has appropriate interactions with students, has appropriate preparation and is punctual)

- ☒ Appears very professional
☐ Appears mostly professional, could use improvement in one or two minor areas such as

☐ Appears marginally professional. Needs improvement in several minor or a major areas such as

☐ Appears unprofessional. Needs major improvement in

☐ NA ☐ NR

Most successful aspects of TA's work:

Jeff has been presented with a unique challenge for our lab TA's - teaching a pilot course and teaching lab to first semester freshman. He has adapted well to the change and adjusted his teaching style to fit the needs of his students. His presentation at the beginning of the lab covered all the important topics and he gave tips along the way. He also involved students by asking questions and giving students adequate time to respond. Jeff is very approachable and checks in with students to make sure they understand the material and that equipment is working correctly.

Suggestions for improvement:

Use the board more for visual learners. Put an outline on the board of what you are going to talk about so that students know what you are going to talk about to help keep you organized, but also to limit students "jumping the gun" on a topic you are getting ready to discuss.

Comments from TA:

TA Observer Allison Self Date 10-10-04
TA Supervisor Allison Self Date 10-10-04
TA Signature Jeff White Date 10-07-04

To be filled out by Graduate School: Received in Graduate School (Date) _____

Send copy to Kellie Etheridge, 355 POT, 0027. E-mail kellie.etheridge@uky.edu with questions.