Graduate Teaching Assistant (GTA) Evaluation Form
Department of Chemical Engineering
Michigan Technological University

GTA Name: ________________________________________________________________

Instructor Name: __________________________________________________________

Course Name: __________________________________________ Course Number: ______

Review Period (Semester Year): ____________________________ Effort (Hr per Week): ______

Instructor: Please rate the GTA on their performance in the following six areas over the review period. Review the results with the GTA and turn in the form to the department graduate assistant. Examples of core competencies are included at the end of the form.

Rating Scale: 5 = Outstanding, 4 = Exceeds Expectations, 3 = Satisfactory, 2 = Needs Improvement, 1 = Unsatisfactory, ND = Not able to be determined, NA = not applicable

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<th>Rating</th>
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<th>2</th>
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Feedback on the GTA’s strengths: ____________________________________________

Feedback on areas for improvement: ________________________________________

_________________________________________ Date
GTA Signature

_________________________________________ Date
Instructor Signature

CM GTA Evaluation Form v. Jul 2019
# GTA Competencies/Performance Factors for Evaluation

1. **Teaching and Presentation Ability**: able to monitor and evaluate student progress and assignments; able to develop and organize relevant teaching materials; able to utilize approved texts or other instructional materials; capable of preparing and administering examinations; provides opportunities for student engagement; team-oriented attitude; regular attendance at other related lectures and course meetings as specified by supervisors; effective working relationships with diverse constituencies; knowledge of student perspectives.

2. **Quality of Work**: Completes work thoroughly and accurately; pays attention to details; well-organized; completes work on time; provides prompt responses to supervisors, colleagues and students; consistent and high level of performance; accepting of constructive criticism by demonstration of the ability to listen and incorporate the critique of others; understands the importance of confidentiality and the academic and privacy rights of students (e.g., FERPA, University Rules and Regulations); able to provide clear assignment instructions; well-prepared to teach each class.

3. **Oral and Written Communication**: able to communicate with a diverse range of people; provides accurate information and teaches course content with enthusiasm; deals effectively with stress; active listening skills; courteous and patient; able to understand and constructively respond to student needs; clarity in both oral and written skills with the ability to talk/write at the appropriate level; capable of providing clear and constructive feedback regarding colleagues upon supervisors’ request.

4. **Accountability and Self-management**: Possesses organizational and time management skills; holds office hours at the specified time and location; maintains on-going communication regarding workload to supervisor; able to multitask, prioritize and respond promptly to requests of supervisors (e.g. the submission of grades, meetings to review work, updating of BlackBoard, etc.); takes responsibility for all aspects of their work; willing to ask for help and to help others; able to adhere to the course outline and schedule on the syllabus; able to meet the department and university criteria for holding a GTA position; punctual and reliable.

5. **Subject Knowledge and Learning Ability**: demonstrates the ability to learn new content quickly especially new scholarship in the field as it relates to the course; interested in learning more than the basics of teaching pedagogy; capable of responding to student questions in a timely manner; open to new technology related to the implementation of the course (e.g., Canvas, PowerPoint, Excel, laboratory hardware and software, etc.); able to write clear examinations/homework that are consistent with learning outcomes and course goals.

6. **Effort and Initiative**: demonstrates effort in accomplishing tasks; takes initiative in proposing new ideas or methods.