

GRADUATE STUDENT AWARD FOR EXCELLENCE IN TEACHING  
**Evaluation Guidelines**

<b>Selection criteria</b>	<b>Where evidence is likely to be found</b> ( <u>not</u> exhaustive list; note that the letters of nomination were to address <u>all</u> criteria)	<b>Examples of the criteria</b> ( <u>not</u> exhaustive list)
<b>A. Mastery of the Basics of Teaching</b>		
1. Preparation	<ul style="list-style-type: none"> <li>• TEQ #2</li> <li>• SES Domain II, V</li> <li>• student evaluation comments</li> <li>• teaching materials</li> <li>• faculty / peer observation</li> </ul>	<ul style="list-style-type: none"> <li>• prepares lesson plans</li> <li>• does not read excessively from notes</li> <li>• plans beforehand to spend extra time on difficult aspects/concepts</li> <li>• flexibility: ability to accommodate spontaneous discussion related to class content</li> </ul>
2. Clear communication of course content	<ul style="list-style-type: none"> <li>• TEQ #1 &amp; 4</li> <li>• SES Domain II, V</li> <li>• student evaluation comments</li> <li>• teaching materials</li> <li>• faculty / peer observation</li> </ul>	<ul style="list-style-type: none"> <li>• communicates goals for learning</li> <li>• shows how the lesson fits with overall course goals</li> <li>• communicates on the students' level; avoids jargon</li> <li>• explains important ideas</li> <li>• expresses ideas in a logical and forthright manner</li> <li>• listens carefully and attempts to understand from the speaker's frame of reference</li> <li>• listens carefully to diverse points of view</li> <li>• does not read excessively from notes</li> </ul>
3. Effective use of class time	<ul style="list-style-type: none"> <li>• TEQ #2</li> <li>• SES Domain II</li> <li>• student evaluation comments</li> <li>• teaching materials</li> <li>• faculty / peer observation</li> </ul>	<ul style="list-style-type: none"> <li>• sets priorities in lesson plan</li> <li>• sticks to lesson plan sufficiently, but also allows for on-topic questions and spontaneous discussion</li> <li>• opens and closes the class period well, and on time</li> </ul>
4. Engages students in learning	<ul style="list-style-type: none"> <li>• TEQ #9</li> <li>• SES Domain III</li> <li>• Student evaluation comments</li> <li>• teaching materials</li> <li>• faculty / peer observation</li> </ul>	<ul style="list-style-type: none"> <li>• student involvement in active learning</li> <li>• students apply what they learn to real life situations and to new contexts</li> <li>• evidence of learning beyond mere memorization</li> <li>• students make connections between prior knowledge and new materials</li> </ul>
5. Approachable and available to students	<ul style="list-style-type: none"> <li>• TEQ #6</li> <li>• SES Domain IV</li> <li>• student evaluation comments</li> <li>• teaching materials</li> <li>• faculty / peer</li> </ul>	<ul style="list-style-type: none"> <li>• has a positive attitude toward students</li> <li>• maintains consistent and adequate office hours</li> <li>• offers help</li> <li>• is available to students before or after class (faculty observer might notice this)</li> </ul>

	observation	
6. Feedback on learning to students	<ul style="list-style-type: none"> <li>• SES Domain I, III</li> <li>• student evaluation comments &amp; recommendations</li> <li>• teaching materials</li> <li>• teaching philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• gathers informal information on how well students are understanding</li> <li>• reviews concepts that students have found difficult</li> <li>• when grading student work, gives helpful feedback on how students can improve</li> <li>• provides prompt student feedback</li> </ul>
7. Fairness in grading	<ul style="list-style-type: none"> <li>• TEQ #7</li> <li>• SES Domain I</li> <li>• student evaluation comments</li> <li>• teaching materials</li> </ul>	<ul style="list-style-type: none"> <li>• explains procedures and standards of grading</li> <li>• grades reflect learning expectations outlined in syllabus</li> <li>• grading emphasizes critical thinking and analysis whenever possible (beyond memorization)</li> <li>• provides helpful feedback on discussion of papers and exams</li> <li>• examinations allow students to demonstrate knowledge of subject</li> </ul>

### **B. Professional Interactions about Teaching**

	<ul style="list-style-type: none"> <li>• professional interactions about teaching section</li> <li>• nomination letter</li> <li>• faculty / peer observation</li> <li>• teaching philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• served as one of the “Experienced TAs” at TA orientation</li> <li>• show evidence of departmental leadership</li> <li>• mentored other TAs</li> <li>• been mentored by a faculty advisor</li> <li>• led departmental workshops</li> <li>• had classroom observations and meetings with observer before and/or after</li> <li>• observed peers teaching</li> <li>• made contributions to regular TA meetings or seminars on teaching</li> <li>• provided formal training for TAs in the department or college</li> <li>• served on teaching-related committees</li> <li>• has presented papers or written articles about teaching</li> <li>• has organized educational or professional development opportunities for colleagues</li> </ul>
--	--	--

### **C. Ability to Reflect on Teaching and Apply What’s Been Learned from Feedback**

	<ul style="list-style-type: none"> <li>• teaching philosophy</li> <li>• reflection pieces introducing teaching materials and evaluation of teaching</li> <li>• nomination letter</li> </ul>	<ul style="list-style-type: none"> <li>• changes in teaching practices based on what learned from peer/faculty observations and from student evaluations</li> <li>• has taken action to solve problems faced</li> <li>• has set goals for teaching</li> </ul>
--	---	---