

**GRADUATE STUDENT AWARD FOR EXCELLENCE IN TEACHING  
EVALUATION GUIDELINES\***

<b>Selection criteria</b>	<b>Where evidence is likely to be found</b> <i>(not exhaustive list; note that the letters of nomination were to address all criteria)</i>	<b>Examples of the criteria</b> <i>(not exhaustive list)</i>
<b>A. Mastery of the Basics of Teaching</b>		
<b>1. Preparation</b>	<ul style="list-style-type: none"> <li>• TEQ #2</li> <li>• SES Domain II, V</li> <li>• SES 2.0 Domains I, II</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> <li>• prepares in advance to manage course details, classroom space and technology, materials, etc.</li> </ul>
<b>2. Clear communication of course content</b>	<ul style="list-style-type: none"> <li>• TEQ #1 &amp; 4</li> <li>• SES Domain II, V</li> <li>• SES 2.0 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>• communicates goals for learning</li> <li>• shows how the lesson fits with overall course goals and objectives</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 diverse perspectives</li> <li>• does not read excessively from notes</li> </ul>
<b>3. Effective use of class time</b>	<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>
<b>4. Engages students in learning</b>	<ul style="list-style-type: none"> <li>• TEQ #9</li> <li>• SES Domain III</li> <li>• SES 2.0 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>• 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>

\* These guidelines are distributed to—and used by—the TA Award Committee as a guide to evaluate the portfolios.

<b>5. Approachable and available to students</b>	<ul style="list-style-type: none"> <li>• TEQ #6</li> <li>• SES Domain IV</li> <li>• SES 2.0 Domains III, IV</li> <li>• student evaluation comments</li> <li>• teaching materials</li> <li>• faculty / peer observation</li> </ul>	<ul style="list-style-type: none"> <li>• has a positive attitude toward all students</li> <li>• responds appropriately and in timely manner to students' concerns</li> <li>• maintains consistent and adequate office hours</li> <li>• encourages students to seek help when necessary, and/or guides students in challenging themselves</li> </ul>
<b>6. Feedback on learning to students</b>	<ul style="list-style-type: none"> <li>• SES Domain I, III</li> <li>• SES 2.0 Domains I, III</li> <li>• student evaluation comments &amp; recommendations</li> <li>• teaching materials</li> <li>• teaching philosophy</li> <li>• faculty/peer observation</li> </ul>	<ul style="list-style-type: none"> <li>• gathers informal information on how well students are understanding (e.g. mid-semester evaluations, low/no stakes assignments)</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 feedback to students</li> </ul>
<b>7. Fairness in grading</b>	<ul style="list-style-type: none"> <li>• TEQ #7</li> <li>• SES Domain I</li> <li>• SES 2.0 Domain I, III</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>• ample opportunities for 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>
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## **C. Ability to Reflect on Teaching & Apply What Has Been Learned from Feedback**

	<ul style="list-style-type: none"><li>• teaching philosophy</li><li>• reflection pieces</li><li>• 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 and implemented a plan for achieving the goals</li></ul>
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