

TEACHING ASSISTANT TEACHING EVALUATION FORM

TA/Instructor visited: _____

Name of observer: _____

Course: _____

Section: _____

Date: _____

Place: _____

Rate according to the following key:

- 1=does not reflect at all what went on, needs much improvement
- 2=only marginally reflects what went on, needs some improvement
- 3=neutral
- 4=describes rather well what went on
- 5=is totally accurate reflection of what went on
- NA=not applicable

I. PLANNING

- | | |
|---|-----------|
| 1. Plans a day's lesson to include communicative activities in the target language. | 1 2 3 4 5 |
| 2. Plans original activities different from those of the text. | 1 2 3 4 5 |
| 3. There is a mixture of new and familiar material. | 1 2 3 4 5 |
| 4. Transition between activities is smooth, purposeful and clear | 1 2 3 4 5 |

II. COMMUNICATION SKILLS

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|--|-----------|
| 1. The instructor's Spanish is clear and comprehensible. | 1 2 3 4 5 |
| 2. Uses English only <u>when absolutely necessary</u> . | 1 2 3 4 5 |
| 3. Consistently discourages use of English for questions and <u>does not respond to students using English</u> . | 1 2 3 4 5 |
| 4. Performs without disturbing mannerisms. | 1 2 3 4 5 |

III. CLASSROOM MANAGEMENT

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|---|-----------|
| 1. Every student is involved at some point in the lesson. | 1 2 3 4 5 |
| 2. Plans for group activities to make the lesson more <u>student-centered</u> . | 1 2 3 4 5 |
| 3. Provides opportunity for controlled practice. | 1 2 3 4 5 |
| 4. The questions and discussions are appropriate to the level of the class. | 1 2 3 4 5 |
| 5. Adapts easily to unexpected events. | 1 2 3 4 5 |
| 6. Gives clear instructions about what to do next before breaking up a group and entering into a transition. | 1 2 3 4 5 |
| 7. Circulates during transitions and group activities to handle individual and group needs. | 1 2 3 4 5 |
| 8. Signals the end of a transition and the beginning of a structured activity properly, and quickly gains everyone's attention. | 1 2 3 4 5 |
| 9. Prepares equipment or illustrations for smooth transitions. | 1 2 3 4 5 |
| 10. Carries out frequent comprehension checks. | 1 2 3 4 5 |

IV. METHODS, STRATEGIES AND TECHNIQUES

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|--|---|---|---|---|---|
| 1. Class time is used effectively. | 1 | 2 | 3 | 4 | 5 |
| 2. Appropriately uses teaching materials and classroom space. | 1 | 2 | 3 | 4 | 5 |
| 3. Able to adjust instructional techniques to the needs of the class. | 1 | 2 | 3 | 4 | 5 |
| 4. Provides ample opportunities for students to use Spanish. | 1 | 2 | 3 | 4 | 5 |
| 5. Errors are appropriately corrected. | 1 | 2 | 3 | 4 | 5 |
| 6. Creative in devising and adapting resources to the needs of learners. | 1 | 2 | 3 | 4 | 5 |

V. CLASSROOM ENVIRONMENT

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|---|---|---|---|---|---|
| 1. Encourages a warm, supportive atmosphere. | 1 | 2 | 3 | 4 | 5 |
| 2. <u>Adequately</u> recognizes good performance. | 1 | 2 | 3 | 4 | 5 |
| 3. Maintains eye-contact with the students. | 1 | 2 | 3 | 4 | 5 |
| 4. Encourages <u>small group</u> interaction. | 1 | 2 | 3 | 4 | 5 |
| 5. Facilitates response and gives feedback. | 1 | 2 | 3 | 4 | 5 |

VI. MOTIVATIONAL ANALYSIS OF TASKS AND ACTIVITIES

A. Extrinsic motivation strategies

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|--|---|---|---|---|---|
| 1. Calls attention to the instrumental value of the knowledge or skills developed in the activity (applications to present or future life outside of school) | 1 | 2 | 3 | 4 | 5 |
| 2. Structures individual or group competition for prizes or recognition. | 1 | 2 | 3 | 4 | 5 |

B. Extrinsic motivational features of the task or activity

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|--|---|---|---|---|---|
| 1. Creates opportunities for active response (beyond just watching and listening). | 1 | 2 | 3 | 4 | 5 |
| 2. Creates opportunities to answer divergent questions or work on higher level objectives. | 1 | 2 | 3 | 4 | 5 |
| 3. Provides immediate feedback to students' responses (built into task rather than provided by the teacher as in C.6 below). | 1 | 2 | 3 | 4 | 5 |
| 4. The task involves fantasy or simulation elements that engage the students' emotions or allow them to experience events vicariously. | 1 | 2 | 3 | 4 | 5 |
| 5. The task provides opportunities for students to interact with their peers. | 1 | 2 | 3 | 4 | 5 |

C. Teacher's attempts to stimulate students' motivation to learn

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|---|---|---|---|---|---|
| 1. Induces task interest or appreciation. | 1 | 2 | 3 | 4 | 5 |
| 2. Makes abstract objectives more personal, concrete familiar. | 1 | 2 | 3 | 4 | 5 |
| 3. States learning objectives and provides advance organizers. | 1 | 2 | 3 | 4 | 5 |
| 4. Models task-related thinking and problem solving. | 1 | 2 | 3 | 4 | 5 |
| 5. Includes instruction or modeling designed to increase students' metacognitive awareness of their learning efforts in response to task. | 1 | 2 | 3 | 4 | 5 |
| 6. Provides opportunities for students to respond and get feedback (asks questions during group activities, circulates to monitor performance during seatwork). | 1 | 2 | 3 | 4 | 5 |

VII. LEANER GROUPINGS (Which of the following organizational patterns best represents what went on during the class period?)

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| 1. Teacher-whole class (as in choral repetition) | 1 2 3 4 5 |
| 2. Teacher-student | 1 2 3 4 5 |
| 3. Student-student (dyads/pairs) | 1 2 3 4 5 |
| 4. Small groups (tryads, groups of 4 students) | 1 2 3 4 5 |
| 5. Large groups (5 students/half of the class) | 1 2 3 4 5 |
| 6. Teacher-whole class | 1 2 3 4 5 |

VI. GENERAL COMMENTS:

The observer has discussed his/her observation with me. I have seen the completed observation form and I have the following comments to make about the observation.

Teaching Assistant’s/Instructor's Name and Signature

Signature_____

Date of post-evaluation interview: ____/____/201____

General Education Director's Name Signature

Signature_____