

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

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|---|-----------|
| 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

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

1. Encourages a warm, supportive atmosphere. 1 2 3 4 5
2. Adequately recognizes good performance. 1 2 3 4 5
3. Maintains eye-contact with the students. 1 2 3 4 5
4. Encourages small group 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

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

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

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

