### Graduate Student Award for Excellence in Teaching Evaluation Guidelines*

<table>
<thead>
<tr>
<th>Selection criteria</th>
<th>Where evidence is likely to be found (not exhaustive list; note that the letters of nomination were to address all criteria)</th>
<th>Examples of the criteria (not exhaustive list)</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Mastery of the Basics of Teaching</strong></td>
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</table>
| **1. Preparation** | - TEQ #2  
- SES Domain II, V  
- SES 2.0 Domains I, II  
- student evaluation comments  
- teaching materials  
- faculty / peer observation | - prepares lesson plans  
- does not read excessively from notes  
- plans beforehand to spend extra time on difficult aspects/concepts  
- flexibility: ability to accommodate spontaneous discussion related to class content  
- prepares in advance to manage course details, classroom space and technology, materials, etc. |
| **2. Clear communication of course content** | - TEQ #1 & 4  
- SES Domain II, V  
- SES 2.0 Domain II  
- student evaluation comments  
- teaching materials  
- faculty / peer observation | - communicates goals for learning  
- shows how the lesson fits with overall course goals and objectives  
- communicates on the students’ level; avoids jargon  
- explains important ideas  
- expresses ideas in a logical and forthright manner  
- listens carefully and attempts to understand diverse perspectives  
- does not read excessively from notes |
| **3. Effective use of class time** | - TEQ #2  
- SES Domain II  
- student evaluation comments  
- teaching materials  
- faculty / peer observation | - sets priorities in lesson plan  
- sticks to lesson plan sufficiently, but also allows for on-topic questions and spontaneous discussion  
- opens and closes the class period well, and on time |
| **4. Engages students in learning** | - TEQ #9  
- SES Domain III  
- SES 2.0 Domain II  
- Student evaluation comments  
- teaching materials  
- faculty / peer observation | - student involvement in active learning  
- students apply what they learn to real life situations and to new contexts  
- evidence of learning beyond mere memorization  
- students make connections between prior knowledge and new materials |

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

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| 5. Approachable and available to students | • TEQ #6  
• SES Domain IV  
• SES 2.0 Domains III, IV  
• student evaluation comments  
• teaching materials  
• faculty / peer observation | • has a positive attitude toward all students  
• responds appropriately and in timely manner to students’ concerns  
• maintains consistent and adequate office hours  
• encourages students to seek help when necessary, and/or guides students in challenging themselves |
|------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 6. Feedback on learning to students | • SES Domain I, III  
• SES 2.0 Domains I, III  
• student evaluation comments & recommendations  
• teaching materials  
• teaching philosophy  
• faculty/peer observation | • gathers informal information on how well students are understanding (e.g. mid-semester evaluations, low/no stakes assignments)  
• reviews concepts that students have found difficult  
• when grading student work, gives helpful feedback on how students can improve  
• provides prompt feedback to students |
| 7. Fairness in grading | • TEQ #7  
• SES Domain I  
• SES 2.0 Domain I, III  
• student evaluation comments  
• teaching materials | • explains procedures and standards of grading  
• grades reflect learning expectations outlined in syllabus  
• grading emphasizes critical thinking and analysis whenever possible (beyond memorization)  
• provides helpful feedback on discussion of papers and exams  
• ample opportunities for students to demonstrate knowledge of subject |
### B. Professional Interactions about Teaching

| • professional interactions about teaching section | • served as one of the “Experienced TAs” at TA orientation |
| • nomination letter | • show evidence of departmental leadership |
| • faculty / peer observation | • mentored other TAs |
| • teaching philosophy | • been mentored by a faculty advisor |
| | • led departmental workshops |
| | • had classroom observations and meetings with observer before and/or after |
| | • observed peers teaching |
| | • made contributions to regular TA meetings or seminars on teaching |
| | • provided formal training for TAs in the department or college |
| | • served on teaching-related committees |
| | • has presented papers or written articles about teaching |
| | • has organized educational or professional development opportunities for colleagues |

### C. Ability to Reflect on Teaching & Apply What Has Been Learned from Feedback

| • teaching philosophy | • changes in teaching practices based on what learned from peer/faculty observations and from student evaluations |
| • reflection pieces introducing teaching materials and evaluation of teaching | • has taken action to solve problems faced |
| • nomination letter | • has set goals for teaching and implemented a plan for achieving the goals |