Course Instructor-Teaching Assistant Relationship: Developing & Managing an Effective Teaching Team

TATP Guide
Course Instructor–Teaching Assistant Relationship: Developing & Managing an Effective Teaching Team

This short guide contains a variety of resources that you can use when developing and managing the teaching team in your course. Teaching Assistants constitute a vital component of the teaching team and will facilitate the tutorials/labs/practicals in your course.

How can you build an effective teaching team in your course?

The first resource allows you to reflect on some of the key considerations around the CI-TA relationship. By asking you “What are the potential considerations in your relationship with your course TAs?”, it intends to get you thinking about the importance of various dimensions of your teaching team.

After you reflect on the type of teaching team that you want to develop for your course, you could examine various considerations that will guide the dynamics of that team. You could get in touch with your TAs before the term begins to set up an initial course meeting to discuss all your TAs’ contracted duties. Indeed, it is highly recommended that you arrange a pre-course meeting with your TAs before they begin their teaching appointment—this is in the CUPE 3902 collective agreement. During such a meeting, you could review the Description of Duties and Allocation of Hours (DDAH) Form for each of your TAs. To help you navigate the initial conversation with your TAs, you could review the resource Considerations & Questions for the Pre-Course Meeting to identify important considerations around your relationship with the course TAs. Equally important is the Tipsheet for Instructors on Working with TAs: Building Your Teaching Team, which explores seven key areas that you could consider when constructing your teaching team. Some of these key considerations include the following: roles and responsibilities; expectations; boundaries; description of duties (training, preparation, contact, grading, and other duties); communication; email etiquette; and additional support. Review this document in order to establish the rules of engagement in your teaching team. Please keep in mind that questions regarding the CUPE 3902 Unit 1 (or Unit 3) collective agreement should be directed to the Designated Authority in your department or to Labour Relations.

How can you plan for your tutorials and help your TAs prepare for tutorials?

Once you have developed the course policies for your teaching team, you can then explore all the options for the content, structure, teaching strategies, activities, and formative assessments for the tutorials in your course. The first step in this process is to develop effective learning outcomes which will give your course tutorials direction and scope. You can use the Developing Tutorial learning Outcomes resource to identify what you want your students to be able to do and be able to know by the end of the course. Consult Active Verbs for Bloom’s Revised Taxonomy resource for a list of active verbs and examples of effective learning outcomes. You can also complete an online module through the Centre for Teaching Support & Innovation (CTSI), available here.

Developing effective tutorial learning outcomes will help your students understand what you intend
them to learn in the tutorials. The next step could be to determine how and when the learning outcomes will be assessed in the tutorial, what methods your TAs will use to measure students’ mastery of the content, and some strategies that your TAs can use when there are deficiencies around intended learning. You can use the **Overall Tutorial Planner** to brainstorm these ideas. Once you have an outline of these considerations, you could share these with your TAs. Furthermore, to help your TAs plan for each individual tutorial, you could distribute the **Specific Tutorial Planner**. If you want to provide additional guidance to or maintain consistency in content and teaching in your teaching team, you could fill out this planner with suggestions and distribute it to all your TAs each week.

### How can you enhance the teaching competencies of your TAs?

An important strategy that can enhance the overall effectiveness of your teaching team is to encourage the professional development of your TAs. The professional development of your TAs not only can ensure the success of your students’ learning experience, but can also build a sense of community and community of practice within your teaching team. The University of Toronto offers many resources, services and opportunities for the acquisition and honing of teaching skills.

First, you can promote the **programming and services of the Teaching Assistants’ Training Program (TATP)**. The TATP offers two certificate programs (the Teaching Fundamentals Certificate and the Advanced University Teaching Preparation Certificate); Brown-Bag Lunch Series on teaching strategies; in-class observation and microteaching sessions; individual confidential consultations; numerous resources in the Teaching Toolkit; and an array of workshops that focus on various aspects of teaching. TATP seeks to prepare graduate students and teaching assistants for the realities and demands of teaching by providing a peer-based support network. Pedagogical training is an essential step in the professional development of graduate students in a variety of careers paths whether that be academe or other professional options. Review the **TATP Calendar of Events** to flag valuable workshops and seminars for your TAs.

Second, you can offer to **provide feedback to your TAs on their teaching**. An in-class observation could provide your TAs with a perspective on their teaching. It is also one of the most effective ways of giving direct feedback on their teaching in order to improve their teaching performance in the classroom. You could provide comments on (although this is not an exhausted listed): their organizational skills and the clarity of their lesson; their oral presentation skills; their rapport with students; their use of teaching aids; the overall impact of their teaching performance. The assessment form can become a part of their Teaching Dossier and will be of great benefit when they are applying for teaching positions. This process also allows you to have a detailed conversation with your TAs about their teaching strengths and areas that might need improvement in a supportive environment.

It is important that you conduct in-class observation in a positive and supportive manner. Teaching observation could begin with a self-reflection. Examining Weimer et al.’s “**How do I teach?**” highlights fourteen instructional behaviours on how people teach. This is an incredibly illuminating process as many physical attributes in teaching are completely unconscious. It is a quick way for you and your TAs to reflect on teaching. There are also different inventories which can give TAs a sense of the kind of
patterns that are observable in their teaching. Harry Murray’s Teaching Behaviours Inventory (TBI) and Keith Trigwell and Michael Prosser’s Approaches to Teaching Inventory (ATI) provide effective examples of validated attributes. Before coming into the tutorial to observe your TAs, make sure to have a conversation about their plan to teach, context for the tutorial, and their concerns. You can use the In-Class Observation Form to make notes on what you observe in your TA’s tutorial as it emphasizes several key aspects of teaching. Couch your comments as formative (rather than summative) feedback. The aim is to identify strengths and areas for enhancement, and to provide motivation to improve. To avoid judging your TA’s performance, make your feedback descriptive (e.g., “I noticed…”; “I felt…”; etc.) and not prescriptive (e.g., “You should have done this…”; “Don’t ever do that…”; etc.). You can consult the resource on “I” Statement Based Feedback when formulating observations for your TAs.
What are the potential considerations in your relationship with your course TAs?

Please rate the considerations below from 1 (most significant) to 6 (least significant).

☐ Consistent grading – What is the quality and quantity of feedback to be provided to students? How much time should it take to mark certain assignments? Do I need to prepare a benchmarking session?

☐ Allocation of hours to duties/responsibilities – How do I navigate the collective agreement? What if the number of hours assigned is going to come up “short” given the course size and types of assignments? How do I review the DDAH form or conduct a mid-term review?

☐ Course policies – What are the relevant, key departmental, divisional and institutional policies and procedures that TAs must follow? How do I make sure that TAs are adhering to my course policies? What can I do when TAs violate critical course policies?

☐ Expectations – How can I establish clear expectations regarding my TAs preparedness, content competence, overall professionalism, conduct (in and outside of the class)? How do I communicate my obligations to the TAs? How do I discus limitations of the TA role in my course?

☐ High quality of teaching – What kinds of teaching approaches should/will my TAs be using in the tutorials/labs? What kinds of learning activities will they be expected to lead with students? To what extent should I “monitor” their teaching?

☐ Communication – How do I maintain open channels of communication with my TAs? How much direction, guidance and mentorship should I provide? How often should I check in with them and they with me?

☐ Other: _____________________________________________________________

___________________________________________________________________

___________________________________________________________________
Your Relationship with your Teaching Assistants:
Considerations & Questions for the
Pre-Course Meeting

You should get in touch with your TAs before the term begins to set up an initial course meeting to discuss all your TAs’ contracted duties. You must have a pre-course meeting with your TAs before they begin their teaching appointment—this is in the CUPE 3902 collective agreement. You should review the Description of Duties and Allocation of Hours (DDAH) Form for each of your TAs. Please note that many of the considerations mentioned in this resource have implications for the DDAH Form and may be part of the contractual agreement.

### Course Overview & Initial Tasks before you Meet your TAs

- What are the course learning outcomes?
- Who are the students (background with subject, level, class list, etc.)?
- How many TAs are you going to have in the course? What are the names/emails/phone numbers of all the TAs assigned to this course?
- Do you require a Head TA? If so, what would be their role?
- What is the procedure to follow if one of your TAs is ill or must miss a tutorial/lab?
- What is the workload distribution among TAs assigned to the course?
- Do you have the DDAH Form for each of your TAs?
  
  **NOTE:** Throughout this document, there will be duties and responsibilities that must be reflected on the DDAH form.
- What do you expect your TAs to do prior to the pre-course meeting or their first tutorial/lab?
- What type of tutorial will you have in your course:
  - Labs/Practicals
  - Discussed Based Tutorials
  - Review and Q&A Tutorials
  - Skill Development Tutorials
- What are your expectations regarding TAs?: preparedness, content competence, overall professionalism(punctuality, etc.), conduct with other TAs in the team, conduct in class, conduct outside of class, quality of feedback given to students, availability/responsiveness.
- What are your course policies which TAs must follow?
- Explain your policies around violations of academic integrity, conflict of interest, confidentiality, accessibility and when encountering a student in crisis.
- Relevant, key departmental, divisional and institutional policies and procedures must be communicated to your TAs.

### TA-CI Communication & Meetings

- How frequently will you meet with your TAs?
- How can you contact your TAs?
How can you be contacted by your TAs? What is your preference for contact (e.g., email, phone, Portal)?

How often do you intend to meet with your TAs? (DDAH)

Ask your TAs whether they have any prior commitments in the term which might affect their teaching-related responsibilities. Are they attending any conferences that may take them away from the university for a period of time? Are they sitting any exams for their degree during the term?

Discuss the TAs working relationship with you.

The mid-course review meeting will take place on: ________________________________

Training

Do your TAs require training?

NOTE: All first-contract TAs at the University of Toronto have to complete three hours of mandatory training. The hiring department is responsible for the TA training. Returning TAs who are switching tutorial categories also must take one-hour of training related to the new tutorial category. You must also identify whether your TAs require training in scaling their learning activities to different sizes of tutorials.

Is there departmental TA training? If so when? If there is no departmental training, how can you arrange for centralized training for your TAs?

Materials

How can your TAs obtain a copy of the course materials?

How will the course students obtain a copy of the course materials?

If your TAs are responsible for putting materials on reserve, what procedure do they need to follow?

Will the course have a Portal org or another Internet site? (If so, make sure that your TAs have access to it.)

Find out who will maintain and monitor the Portal org and who your TAs can contact for technical problems.

Tell your TAs about your expectations around how students are expected to use the course Portal org.

Class/Lectures Attendance

How often do you expect your TAs to attend class/lectures? (DDAH)

___ every class
___ exams only
___ not required to attend any classes
___ other

(NOTE: This will depend on the DDAH Form so make sure to review it before the meeting with your TAs. Unless specified on the DDAH Form, you cannot demand that your TAs attend lectures/class.)
What responsibilities (if any) will your TAs have with respect to the lecture/class meeting? (DDAH)
___ answer questions at the beginning, middle or end of class
___ distribute/collection assignments and/or handouts
___ take notes on the lecture
___ lead discussion(s), facilitate activities
___ notify students of class cancellations
___ set up/run AV/lab equipment
___ lecture/present material
___ clarify class/university policies (lateness, assignment/test make-up, cheating, etc.)

Office Hours

Are you going to hold office hours? If yes, where and when?
Are your TAs expected to hold weekly office hours? (DDAH)
If your TAs have office hours, where and when will those take place? How can your TAs acquire office space?

Other Student Contact Responsibilities

How will students contact their TAs?
Make sure to review course communication policy: only using UofT email; following strict confidentiality; etc.
An email list or Portal is an easy mechanism for building community/answering questions.
Describe what counts as “contact time” with students.

Tutorial/Lab Duties

Explain your expectations for the tutorials and the role of the TAs.
Provide learning outcomes for the tutorials to your TAs.
Discuss the types of strategies, activities, and forms of formative assessment that you want your TAs to use in their teaching.
Clarify your course policies around student attendance and participation; student engagement; grading; etc.

Technology

Do you expect your TAs to reserve, obtain and return AV, computer or laboratory equipment?
If so, what equipment will be needed and when will it be needed?
Where is this equipment located?
Is there a charge, form or project number that should be used when reserving equipment?

Photocopying

Do you expect your TAs to photocopy materials for the course?
If so, what materials will need to be photocopied and where are they located?
Do you expect your TAs to bring photocopied materials to class or tutorial?
If your TAs are responsible for photocopying, where should it be done?
___ in departmental office?
___ at duplicating service?
How much lead time is needed for photocopying?

**Assignments**

- What kind of assignments are students expected to complete?
- Specify the due dates and late-acceptance policy and explain the policy around granting of extensions.
- Let your TAs know about the department policies on grading, plagiarism, and so on.
- If you intend on using a specific marking scheme and/or grading rubric, make sure to distribute and explain it to all your TAs.
- Make sure you explain the mechanism for grade complaints.
- With respect to assignments, what responsibilities will your TAs have? (DDAH)
  ___ preparing
  ___ collecting
  ___ grading/recording scores
  ___ giving feedback
  ___ instructing students about specific formats
- What is the quantity of feedback to be provided to students?
- Does the TA indicate a final grade on the assignment, or should a tentative mark be written in pencil to be confirmed later by the course supervisor?
- How much time should it take to mark certain assignments?
- What is your policy regarding make-up tests?
- Are assignments in multi-section courses returned to students as they are graded or must they all be handed back on the same day?
- Is there a policy regarding assignments that are emailed in attachments?

**Exam(s)/Mid-Term(s)**

- When will mid-term and/or exam be held?
- What are the grading criteria?
- Do you expect your TAs to proctor exams? (DDAH)

**Administration/Grading**

- What responsibilities will your TAs have with respect to administration and grading? (DDAH)
  ___ enforce academic misconduct rules—what are the rules around academic integrity?
  ___ assign grades/make recommendations for grading—are these released to the students?
  ___ keep class records—if so, when must they be turned in?
  ___ tabulate grades—if so, when must they be turned in?
  ___ fill out and/or submit grade sheets—if so, when must they be turned in?
  ___ post scores /grades—if so, when and where?
TA Performance Evaluation/Feedback

➢ What manner of performance evaluation can your TAs expect from you?
   ___ formal observation/evaluation
   ___ peer observation
   ___ student ratings

➢ When will evaluation(s) be given?
   ___ at mid-semester
   ___ at semester’s end
   ___ at the TA’s request
   ___ when there is a problem
   ___ informally during the semester as part of regular meetings

➢ Do you permit your TAs to do their own evaluation in the tutorial?

(Partially adapted from University Teaching and Learning: An Instructional Resource Guide for Teaching Assistants, University of British Columbia.)
WORKING WITH TAS:
Building Your Teaching Team

ROLES & RESPONSIBILITIES

1. a. Review with your course TAs the Big Picture: what are the key learning objectives of the course?
   b. What are your goals and the student learning outcomes for any tutorials/labs associated with the course?
   c. What kinds of teaching approaches will your TAs be using in the tutorials/labs? What kinds of learning activities will they be expected to lead with students? (NOTE: this will help you decide what training your TAs should receive—see point 3.a.ii. below.)
   d. How do TAs fit into the course as a whole? How does their work help build towards course objectives?
   e. For which portion(s) of the course are TAs directly responsible?
   f. For what elements of student support or student skills development are TAs responsible? (i.e. writing skills? research skills? should they refer students who are in difficulty or crisis, and if so, how and where?)
   g. What are the students responsible for doing?
   h. What are your obligations towards the TAs?
   i. Review the DDAH form with your TAs (as applicable). See #4 below.

EXPECTATIONS

2. a. Your expectations regarding TAs: preparedness, content competence, overall professionalism (punctuality, etc.), conduct with other TAs in the team, conduct in class, conduct outside of class, quality of feedback given to students, availability/responsiveness.
   b. Your expectations for students: in-class conduct, how students should progress through the course (what are potential blocks that you might anticipate?), your definition of “student success”.
   c. What TAs should expect from students: let the TAs know what kinds of students they’ll be working with in this course.
   d. What the TAs can expect from you.

BOUNDARIES

3. a. Discuss limitations of TA role.
   b. TAs cannot go “rogue” and change due dates or design tests or assignments on their own without consulting you (explain there are clear procedures for diverging from a syllabus and they must avoid doing so).
   c. TAs are not allowed to handle cases of suspected plagiarism, so let them know what the process is if they encounter it.
   d. Provide guidance on how to establish and maintain boundaries with students.
   e. Advise what they should do if encountering a student in crisis.
   f. Advise that they should inform you immediately if there is a possible conflict of interest between them and a student (e.g., personal relationship with someone in the course).
   g. Discuss their working relationship with you and the Course Coordinator (if applicable).
4. DESCRIPTION OF DUTIES – Points to Consider When Drawing Up the List of Duties for Your TAs

a. TRAINING
   i. 3-hour employment training is mandatory for first-contract TAs at U of T; first-time Course Instructors are eligible to receive 6 hours of training.
   ii. TAs who lead tutorials or labs must receive training that is directly relevant for the instructional focus of the tutorial. This means that you should identify which of the University’s 4 tutorial categories your TAs should be trained in: discussion teaching, skill development, review, lab/practical. You must also identify whether your TAs require training in scaling their learning activities to different sizes of tutorials.
   iii. Course-specific information should be provided in a pre-course meeting (this meeting should be indicated in their contract, as should all course-specific meetings).
   iv. Will there be any additional training required? (Depends on contract).
   v. Relevant, key departmental, divisional and institutional policies and procedures must be communicated to TAs – when the TAs receive this information either at the mandatory training session or the pre-course meeting, have them sign for receipt of any hard copy information.
   vi. Consider getting a senior TA involved in training and pre-course meeting, if possible.

b. PREPARATION
   i. Clarify what TAs are expected to already know.
   ii. Prep time covers preparation of instructional materials, not learning of subject content.
   iii. How much time should it take to prepare a typical lab/tutorial section/class?
   iv. How much time should it take to prepare a quiz/test/essay question/exam?
   v. Provide strategies for time management (both in terms of preparing a realistic amount of material for a set amount of time, and managing time while teaching within a section or lab).
   vi. If possible, provide a sample lesson plan or a sample assignment to use as a model.

c. CONTACT – describe what counts as “contact time” with students
   i. How and when are office hours to be conducted, if applicable? What should happen during office hours?
   ii. Consider out-of-the-classroom contact (can TAs meet with students in cafes or in the library)?
   iii. Virtual contact: how much email is too much email? How quickly do they have to respond? Can TAs grade assignments that are submitted via email attachments? Are TAs even expected to correspond with students via email? A specific time limit on e-mail use would be helpful.
   iv. Will TAs be required to attend lectures? If so, this must be included in the DDAH (Description of Duties and Allocation of Hours form).
   v. Emphasize the importance of confidentiality.
d. GRADING
i. Provide explicit instructions and guidelines for evaluation of assignments.
ii. If applicable, provide a rubric.
iii. If possible, provide a sample graded assignment (either use an anonymized copy from a former student in the course, or invent your own with comments).
iv. If possible, run a group grading session before TAs mark the 1st assignment or exam; get TAs to mark the assignment first individually and then come together to discuss the comments and grades given—TAs should explain and justify their feedback and marks.
v. Reiterate policies and procedures around academic integrity.

COMMUNICATION
a. How will you stay in touch with your TAs?
i. Mass emails?
ii. Portal community set up for course TAs?
iii. Online newsletter?
iv. How often should you check in with them and they with you?
v. How should TAs communicate with students? (What constitutes acceptable or unacceptable discourse?)
vi. TAs should acknowledge all course information and official documents received—if possible, in writing.

EMAIL ETIQUETTE (Does your department have a specific email policy?)
a. Recommend TAs adopt office email etiquette - assume that messages are public and could be read by anyone; all messages should have a professional tone; messages should be brief.
b. TAs should acknowledge ALL emails from you and from their students; they don't need to answer every message, but a brief acknowledgement should be sent.
c. Recommend to TAs that they:
   • be concise, polite;
   • avoid teaching complex or well-lectured material via email;
   • never argue via email;
   • never give out or discuss grades via email.
ADDITIONAL SUPPORT - Some Options

a. If at all possible, share your lesson plans, representative teaching materials, and best practices.
b. Encourage TAs to also share their materials. Perhaps build a course repository for TAs.
c. Provide a list of useful websites and resources, as well as a list of contacts.
d. Outline additional strategies for student support (accommodations, students in crisis, etc.).
e. For international TAs, provide a list of “gambits”, sentence fragments (teaching phrases) they can use in specific situations when speaking with students.
f. Also for international TAs, provide a list of vocabulary or terms useful for teaching in your discipline.
g. Perform in-class observations for your TAs and invite them to observe you teaching.
h. Organize informal gatherings (brown-bag or pizza lunches, coffee breaks) for TAs to vent frustrations and raise issues, concerns and questions.
i. Invite senior TAs to pair up with junior TAs (the “buddy” system).
j. Identify a mentor in the department for you (a senior colleague with experience managing TAs)!

Questions regarding the CUPE 3902 Unit 1 collective agreement should be directed to the Designated Authority in your department or to Labour Relations.
## Developing Tutorial Learning Outcomes

List the major things that you want your students **TO KNOW** (e.g., facts, theories, concepts, models, etc.) at the end of the tutorials:

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List the major things that you want your students **TO BE ABLE TO DO** (e.g., skills, abilities, procedures, etc.) after taking the tutorials:

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Write your course tutorial goals (3-4)—the **BIG IDEAS**:

1.  
2.  
3.  
4.  

Translate goals into 5-7 **learning outcomes**. Please use action verbs for outcomes (e.g., “By the end of this course, students will be able to... identify, demonstrate, discuss, etc.”):

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  

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**TATP**

Teaching Assistants’ Training Program

**UNIVERSITY OF TORONTO**

Centre for Teaching Support & Innovation
### Active Verbs for Bloom’s Revised Taxonomy

The chart below provides definitions and attributes for each of the six levels of Bloom’s Revised Taxonomy, along with Active Verbs that should be used when developing learning outcomes. (Adapted from: L.W. Anderson and D.R. Krathwohl (2001), *A taxonomy of learning, teaching, and assessing* (Boston: Allyn and Bacon); Center for University Teaching, Learning, and Assessment, University of West Florida.)

<table>
<thead>
<tr>
<th>Level</th>
<th>Level Definition &amp; Attributes</th>
<th>Active Verbs</th>
<th>Example of Learning Outcome</th>
</tr>
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<tbody>
<tr>
<td>Level 1: Remember</td>
<td>Students are able to exhibit memory of previously learned materials by recalling facts, terms, basic concepts, and answers.</td>
<td>choose, define, find, how, label, list, match, name, omit, recall, relate, select, show, spell, tell, identify, describe, copy, locate, recognize, memorize, quote, reproduce, tabulate, discover, duplicate, listen, enumerate,</td>
<td>Physics: By the end of this course, students will be able to recite Newton’s three laws of motion.</td>
</tr>
<tr>
<td>Level 2: Understand</td>
<td>Students are able to demonstrate understanding of facts and ideas by interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining main ideas.</td>
<td>classify, compare, contrast, extend, demonstrate, explain, illustrate, infer, interpret, outline, relate, rephrase, show, summarize, select, translate, describe, paraphrase, ask, differentiate, discuss, express, distinguish, restate, group,</td>
<td>History: By the end of this course, students will be able to explain the causes of the French Revolution.</td>
</tr>
<tr>
<td>Level 3: Apply</td>
<td>Students are able to solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way.</td>
<td>calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, build, construct, develop, experiment with, identify, make use of, organize, plan, select, solve, utilize,</td>
<td>Engineering: By the end of this course, students will be able to calculate the kinetic energy of a projectile.</td>
</tr>
<tr>
<td>Level 4: Analyze</td>
<td>Students are able to examine and break information into parts by identifying motives, causes and relationships. They can make inferences and find evidence to support generalization.</td>
<td>classify, outline, break down, categorize, analyze, diagram, illustrate, assume, compare, conclusion, contrast, discover, dissect, distinguish, divide, examine, function, inference, inspect, list, motive, relationships, simplify, survey, take part in, test for,</td>
<td>English: By the end of this course, students will be able to determine William Shakespeare’s point of view in terms of his political perspective.</td>
</tr>
<tr>
<td>Level 5: Evaluate</td>
<td>Students are able to present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. They can justify a decision or course of action.</td>
<td>design, formulate, build, invent, create, compose, generate, derive, modify, develop, agree, appraise, assess, award, choose, compare, conclude, criteria, criticize, decide, deduct, defend, determine, disprove, estimate, evaluate, explain, influence, judge, interpret, justify, mark, measure, perceive, prioritize, rate, recommend, rule on, select, support, value,</td>
<td>Economics: By the end of the course, students will be able to apply discrete and continuous probability distributions using industry standard statistical software, in order to evaluate the probability of real world events.</td>
</tr>
<tr>
<td>Level 6: Create</td>
<td>Students are able to compile, generate or view information, ideas or products together in a different way by combining elements in a new pattern or by proposing alternative solutions.</td>
<td>adapt, build, change, choose, combine, compile, compose, construct, create, delete, design, develop, discuss, elaborate, estimate, formulate, happen, imagine, improve, invent, make up, maximize, modify, originate, plan, predict, propose, solve, suppose, test, hypothesize, substitute, compile, develop, rearrange, anticipate, assemble, collaborate, collect, devise, imagine, intervene,</td>
<td>Chemistry: By the end of this course, students will be able to design and execute synthetic and analytical experimental procedures found in the scientific literature in physical and inorganic chemistry.</td>
</tr>
</tbody>
</table>
# Overall Tutorial Planner

**Course title and code:**

**Level:**

## Tutorial Goals (aim for 3 to 5):

1. 
2. 
3. 
4. 
5. 

## Overall Tutorial Learning Outcomes (aim for 5 to 10):

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

## How will this expected tutorial learning outcome be assessed in the tutorial? What methods will your TAs use to measure students’ mastery of this tutorial learning outcome?

## When will this expected tutorial learning outcome be assessed? (List prospective dates for each of the assessment techniques listed in the first column.)

## If these assessments show deficiencies in students’ mastery of this expected tutorial learning outcome, what are your plans for improving student learning related to this outcome?

(Adapted from Kansas State University)
### Specific Tutorial Planner

<table>
<thead>
<tr>
<th>Tutorial Date:</th>
<th>Tutorial Title:</th>
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#### Tutorial Learning Outcomes (aim for 1-4):

1. ________________________________________________________________________________
2. ________________________________________________________________________________
3. ________________________________________________________________________________
4. ________________________________________________________________________________

#### Brainstorming for potential tutorial learning activities, resources and assessments:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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#### Pre-assessment & activating prior knowledge:

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______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

#### The “hook”:

______________________________________________________________________________
______________________________________________________________________________
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<table>
<thead>
<tr>
<th>Time</th>
<th>Learning Outcome</th>
<th>Active Learning Activities</th>
<th>Resources and/or Handouts</th>
<th>Assessment and/or Feedback</th>
</tr>
</thead>
</table>

**Reflection after the tutorial**

What went well in this tutorial?

What do you feel was a challenge with this tutorial and how would you improve next time?
INTERPRETATION:

Interpretive concerns are not paramount to this endeavor. The goal is to discover the nuts and bolts that hold a particular teaching style together. The activity can be considered complete when an instructor is able to write a detailed description of his or her teaching style. Two tricks: the description can include "no" mention of content and "no" mention of physical characteristics like hair or eye color. The activity can be considered successful when the description is complete and accurate enough to allow identification of the instructor by someone else.

Recognize the almost automatic reaction of most instructors to judge behaviors. That is not the point now. Implicit in the questions on the form are not some pre-established criteria delineating what instructors ought to do. At this juncture, the objective is entirely descriptive. Discover what you do; then go about determining if it ought to be done differently.

Obviously, being aware of instructional behaviors is not the be-all and end-all of instructional development. Behaviors convey messages -important ones about attitudes, like enthusiasm, for example. So, instructors must, by various means, acquire input as to the impact of the behaviors they use. There are plenty of other forms in this catalogue designed especially to provide that input. But first, foremost, and most fundamentally, instructors must know how they teach.

SOURCE:
This instrument was developed by the authors. It may be copied, altered, or adapted by instructors using the form to acquire instructional input.

HOW DO YOU TEACH?

1. WHAT DO YOU DO WITH YOUR HANDS? Gesture? Keep them in your pockets? Hold onto the podium? Play with the chalk or clicker? Hide them so students won’t see them shake?

2. WHERE DO YOU STAND OR SIT? Behind the podium? On the table?

3. WHEN DO YOU MOVE TO A DIFFERENT LOCATION? Never? At regular ten-second intervals? When you change topics? When you need to write something on the board? When you answer a student’s question? At what speed do you move? Do you talk and move at the same time?

4. WHERE DO YOU MOVE? Back behind the podium? Out to the students? To the blackboard?
5. WHERE DO YOUR EYES MOST OFTEN FOCUS? On your notes? On the board/screen? Out the window? On a spot on the wall in the back of the classroom? On the students? Could you tell who was in class today without having taken roll?

6. WHAT DO YOU DO WHEN YOU FINISH ONE CONTENT SEGMENT AND ARE READY TO MOVE ON TO THE NEXT? Say OK? Ask if there are any questions? Erase the board? Move to a different location? Make a verbal transition?

7. WHEN DO YOU SPEAK LOUDER/SOFTER? When the point is very important? When nobody seems to understand? When nobody seems to be listening?

8. WHEN DO YOU SPEAK FASTER/SLOWER? When an idea is important and you want emphasize it? When you are behind where you ought to be on the content? When students are asking questions you’re having trouble answering?

9. DO YOU LAUGH OR SMILE IN CLASS? When? How often?

10. HOW DO YOU USE EXAMPLES? How often do you include them? When do you include them?

11. HOW DO YOU EMPHASIZE MAIN POINTS? Write them on the board/screen? Say them more than once? Ask the students if they understand them? Suggest ways they might be remembered?

12. WHAT DO YOU DO WHEN STUDENTS ARE INATTENTIVE? Ignore them? Stop and ask questions? Interject an anecdote? Point out the consequences of not paying attention? Move out toward them?

13. DO YOU ENCOURAGE STUDENT PARTICIPATION? How? Do you call on students by name? Do you grade it? Do you wait for answers? Do you verbally recognize quality contributions? Do you correct student answers? On a typical day, how much time is devoted to student talk?

14. HOW DO YOU BEGIN/END CLASS? With a summary and conclusion? With a preview and a review? With a gasp and a groan? With a bang and a whimper?
TEACHING BEHAVIOURS INVENTORY
developed by Prof. Harry Murray, University of Western Ontario*

Instructions:
In this inventory you are asked to assess your own specific classroom behaviours. Please try to be both thoughtful and candid in your responses so as to maximize the value of the feedback.

Your assessments should reflect the type of teaching you think is best for your own teaching circumstances and environment, as well as your particular teaching style. Try to assess each behaviour independently rather than letting your overall impression of yourself as a teacher determine each individual rating.

Each section of the inventory begins with a definition of the category of teaching to be assessed in that section. For each specific teaching behaviour, please indicate the frequency with which you think you exhibit the behaviour in question. Please use the following rating scale in making your assessments:

1 = almost never  + = should do more
2 = rarely – = should do less
3 = sometimes
4 = often
5 = almost always

CLARITY: methods used to explain or clarify concepts and principles

1. Gives several examples of each concept .............................................. 1 2 3 4 5 + –
2. Uses concrete everyday examples to explain concepts and principles ................................................................. 1 2 3 4 5 + –
3. Fails to define new or unfamiliar terms .............................................. 1 2 3 4 5 + –
4. Repeats difficult ideas several times ................................................... 1 2 3 4 5 + –
5. Stresses most important points by pausing, speaking slowly, raising voice, and so on .................................................... 1 2 3 4 5 + –
6. Uses graphs or diagrams to facilitate explanation ................................. 1 2 3 4 5 + –
7. Points out practical applications of concepts ....................................... 1 2 3 4 5 + –
8. Answers students’ questions thoroughly ............................................. 1 2 3 4 5 + –
9. Suggests ways of memorizing complicated ideas .................................. 1 2 3 4 5 + –
10. Writes key terms on blackboard or overhead screen ............................ 1 2 3 4 5 + –
11. Explains subject matter in familiar colloquial language ...................... 1 2 3 4 5 + –
1 = almost never  
2 = rarely  
3 = sometimes  
4 = often  
5 = almost always

**ENTHUSIASM:** use of non-verbal behaviour to solicit student attention and interest

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<table>
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</thead>
<tbody>
<tr>
<td>12. Speaks in a dramatic or expressive way</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Moves about while lecturing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Gestures with hands or arms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Exhibits facial gestures or expressions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. Avoids eye contact with students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. Walks up aisles beside students</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>18. Gestures with head or body</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. Tells jokes or humorous anecdotes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. Reads lecture verbatim from prepared notes or text</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. Smiles or laughs while teaching</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. Shows distracting mannerisms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

**INTERACTION:** techniques used to foster students’ participation in class

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</thead>
<tbody>
<tr>
<td>23. Encourages students to ask questions or make comments during lectures</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. Criticizes students when they make errors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. Praises students for good ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26. Asks questions of individual students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. Asks questions of class as a whole</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>28. Incorporates students’ ideas into lecture</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29. Presents challenging, thought-provoking ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30. Uses a variety of media and activities in class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>31. Asks rhetorical questions</td>
<td>1</td>
<td>2</td>
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</table>

**ORGANIZATION:** ways of organizing or structuring subject matter of the course

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<tbody>
<tr>
<td>32. Uses headings and subheadings to organize lectures</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>33. Puts outline of lecture on blackboard or overhead screen</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>34. Clearly indicates transition from one topic to the next</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>35. Gives preliminary overview of lecture at beginning of class</td>
<td>1</td>
<td>2</td>
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<tr>
<td>36. Explains how each topic fits into the course as a whole</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
<tr>
<td>37. Reviews topics covered in previous lectures at beginning of each class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38. Periodically summarizes points previously made</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
1 = almost never  + = should do more
2 = rarely  – = should do less
3 = sometimes
4 = often
5 = almost always

**PACING:** rate of presentation of information, efficient use of class time

<table>
<thead>
<tr>
<th>Behavior</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>+</th>
<th>–</th>
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<tbody>
<tr>
<td>39. Dwells excessively on obvious points</td>
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<td>40. Digresses from major theme of lecture</td>
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<tr>
<td>41. Covers very little material in class sessions</td>
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<tr>
<td>42. Asks if students understand before proceeding to next topic</td>
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<tr>
<td>43. Sticks to the point in answering students' questions</td>
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**DISCLOSURE:** explicitness concerning course requirements and grading criteria

<table>
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<tr>
<th>Behavior</th>
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<th>5</th>
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<tbody>
<tr>
<td>44. Advises students as to how to prepare for tests or exams</td>
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<tr>
<td>45. Provides sample exam questions</td>
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<tr>
<td>46. Tells students exactly what is expected of them on tests, essays or Assignments</td>
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<tr>
<td>47. States objectives of each lecture</td>
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<tr>
<td>48. Reminds students of test dates or assignment deadlines</td>
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<tr>
<td>49. States objectives of course as a whole</td>
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</table>

**SPEECH:** characteristics of voice relevant to classroom teaching

<table>
<thead>
<tr>
<th>Behavior</th>
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<th>+</th>
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<tbody>
<tr>
<td>50. Stutters, mumbles or slurs words</td>
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<td>51. Speaks at appropriate volume</td>
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<td>52. Speaks clearly</td>
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<tr>
<td>53. Speaks at appropriate pace</td>
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<td>54. Says &quot;um&quot; or &quot;ah&quot;</td>
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<td>55. Voice lacks proper modulation (speaks in monotone)</td>
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**RAPPORT:** quality of interpersonal relations between teacher and students

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<tr>
<th>Behavior</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>+</th>
<th>–</th>
</tr>
</thead>
<tbody>
<tr>
<td>56. Addresses individual students by name</td>
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<tr>
<td>57. Announces availability for consultation outside of class</td>
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<td></td>
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<tr>
<td>58. Offers to help students with problems</td>
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<tr>
<td>59. Shows tolerance of other points of view</td>
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<tr>
<td>60. Talks with students before or after class</td>
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</tbody>
</table>

These questions ask about your approach to teaching. There are no correct answers; your responses will plot your approach to teaching along several dimensions. For each item please select one of the following responses:

1 - this item was **only rarely or never** true for me.
2 - this item was **sometimes** true for me.
3 - this item was true for me **about half the time**.
4 - this item was **frequently** true for me.
5 - this item was **almost always or always** true for me.

Some of the questions below describe specific teaching activities or actions. It is best to not dwell on items before answering; your first reaction is probably the best one.

<table>
<thead>
<tr>
<th></th>
<th>Rarely or never</th>
<th>Sometimes</th>
<th>About half the time</th>
<th>Frequently</th>
<th>Almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In this subject students should focus their study on what I provide them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. It is important that this subject should be completely described in terms of specific objectives that relate to formal assessment items.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. In my interactions with students in this subject I try to develop a conversation with them about the topics we are studying.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. It is important to present a lot of facts to students so that they know what they have to learn for this subject.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I set aside some teaching time so that the students can discuss, among themselves, key concepts and ideas in this subject.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>6. In this subject I concentrate on covering the information that might be available from key texts and readings.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I encourage students to restructure their existing knowledge in terms of the new way of thinking about the subject that they will develop.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>
8. In teaching sessions for this subject, I deliberately provoke debate and discussion.  

9. I structure my teaching in this subject to help students to pass the formal assessment items.  

10. I think an important reason for running teaching sessions in this subject is to give students a good set of notes.  

11. In this subject, I provide the students with the information they will need to pass the formal assessments.  

12. I should know the answers to any questions that students may put to me during this subject.  

13. I make available opportunities for students in this subject to discuss their changing understanding of the subject.  

14. It is better for students in this subject to generate their own notes rather than copy mine.  

15. A lot of teaching time in this subject should be used to question students’ ideas.  

16. In this subject my teaching focuses on the good presentation of information to students.  

17. I see teaching as helping students develop new ways of thinking in this subject.  

18. In teaching this subject it is important for me to monitor students’ changed understanding of the subject matter.  

19. My teaching in this subject focuses on delivering what I know to the students.  

20. Teaching in this subject should help students question their own understanding of the subject matter.  

21. Teaching in this subject should include helping students find their own learning resources.  

22. I present material to enable students to build up an information base in this subject.
# In-Class Observation
## FEEDBACK FORM

**NAME of TEACHER:** ________________________________________________

**NAME of OBSERVER:** ________________________________________________

**DATE:** ___________________________________________________________

### Lesson Organisation

<table>
<thead>
<tr>
<th>Category</th>
<th>Needs work</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION - introduction promotes interest, orients students to topic</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>OVERVIEW &amp; OBJECTIVES - overview of lesson is clear, learning objectives are identified</td>
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<tr>
<td>PRIOR KNOWLEDGE - checks prior knowledge of students</td>
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<tr>
<td>BODY - lesson highlights main ideas, with clear transitions between topics</td>
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<tr>
<td>INTERNAL SUMMARY - uses planned repetition of key points</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PACING - lesson is paced appropriately (not too slow, information identified in introduction is covered, nothing feels too rushed)</td>
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<tr>
<td>CONCLUSION - indicates conclusions and provides review at the end</td>
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</tbody>
</table>

**Notes:**

### Presentation Skills

<table>
<thead>
<tr>
<th>Category</th>
<th>Needs work</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOICE PRODUCTION - voice pitch and volume clear, good articulation, with appropriate expression and variety in modulation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ENERGY LEVEL - shows enthusiasm through facial and physical expression, as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYSICAL MOVEMENT - nonverbal gestures enhance the lesson (and are non-distracting); moves appropriately during lesson to interact with audience or emphasize important points</td>
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<td>VERBAL PACING - rhythm of speech is steady / speed is appropriate</td>
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<tr>
<td>DELIVERY - extemporaneous delivery (no reading off notes or slides)</td>
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<tr>
<td>EYE CONTACT - maintains sufficient and appropriate eye contact with audience</td>
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**Notes:**
<table>
<thead>
<tr>
<th>Interaction with Students</th>
<th>Needs work</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>GENERATES QUESTIONS / INTERACTION - questions and comments encourage student participation</td>
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<tr>
<td>QUALITY OF QUESTIONS - questions asked at a variety of levels of complexity</td>
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<tr>
<td>RESPONSE TIME - waits sufficient amount of time for student answers</td>
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<tr>
<td>ACTIVE LISTENING - listens actively to student comments/questions</td>
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<tr>
<td>QUALITY OF RESPONSES - responds adequately to student comments/questions</td>
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<tr>
<td>DISCUSSION MANAGEMENT (1) - provides positive reinforcement for student comments/questions</td>
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<tr>
<td>DISCUSSION MANAGEMENT (2) - redirects student comments/questions if incorrect or inappropriate</td>
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<tr>
<td>USE OF EXAMPLES - examples used are concrete and relate to students’ interests and/or level of understanding</td>
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Notes:

<table>
<thead>
<tr>
<th>Content and Clarity</th>
<th>Needs work</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>CONTENT LEVEL - content of lesson is targeted to the level of the students (material is not too advanced; key terminology is explained)</td>
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<tr>
<td>EXPLANATIONS - concepts, examples and activities are clearly explained</td>
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<tr>
<td>EXAMPLES - examples add clarity and relevance to the lesson</td>
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<tr>
<td>EMPHASIZED IMPORTANT POINTS - signalled key ideas with verbal or visual cues</td>
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Notes:

<table>
<thead>
<tr>
<th>Supporting Materials/Teaching Aids</th>
<th>Needs work</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>HANDOUTS - handouts pertinent and easy to follow; value is clearly explained</td>
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<tr>
<td>VISUAL AIDS - visual aids used effectively (blackboard, PowerPoint, overhead, flip chart, video and audio clips, etc.)</td>
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<tr>
<td>BOARD WORK - diagrams/equations/exercises are clearly written on board</td>
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Notes:
General comments
(Share a key observation from each category, if possible.)

Strengths:

Suggestions for improvement:
<table>
<thead>
<tr>
<th>TIME</th>
<th>OBSERVATION</th>
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</table>
**“I” Statement Based Feedback**

<table>
<thead>
<tr>
<th>CONSULTATIVE FEEDBACK IS BASED ON “I” STATEMENTS. THIS FEEDBACK SHOULD BE...</th>
<th>INEFFECTIVE FEEDBACK IS OFTEN BASED ON “YOU” STATEMENTS. THIS FEEDBACK CAN BE...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td><strong>Subjective and evaluative</strong></td>
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<tr>
<td>“I was able to follow your explanation even though I don’t know calculus.”</td>
<td>“Your explanation was good (or bad).”</td>
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<tr>
<td><strong>Realistic and concrete</strong></td>
<td><strong>Idealistic and abstract</strong></td>
</tr>
<tr>
<td>“I liked it when you showed us how to use the instruments before you asked us to set up the experiment. This gave me confidence to complete the experiment.”</td>
<td>“You should give a pre-lab talk—they really work.”</td>
</tr>
<tr>
<td><strong>Motivating and informative</strong></td>
<td><strong>Demanding and self-important</strong></td>
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<tr>
<td>“I would have liked to see you provide a different kind of example – I’m wondering if an analogy would have worked here?”</td>
<td>“You should learn to use better examples.”</td>
</tr>
<tr>
<td><strong>Clarifying and questioning</strong></td>
<td><strong>Confusing or ambiguous; can promote resistance</strong></td>
</tr>
<tr>
<td>“I thought that ‘officious’ meant bossy, but you used it as a political term. What does it mean in this context?” Follow-up question: “Has this particular use of the term been clarified for your students?”</td>
<td>“Your lesson would have been better if you had included an explanation of the emergence of officious sites.”</td>
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</tbody>
</table>

**SOURCE(S)**

Border originally adapted this information from the following:

CTSI adapted this document in turn from Border’s manual: