

## Graduate Teaching Assistant (GTA) Self Evaluation Form

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### **PART I: General Information**

Name of GTA:

Name of Supervisor/Reviewer:

Review Period:

Course(s) Taught in this Review Period:

Department or Program Providing Appointment:

Academic Department or Graduate Program Home of GTA:

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### **PART II: Evaluation**

Please rate your performance on a scale of 0 to 4, where 0 is unsatisfactory and 4 is outstanding, for this review period in each of the following five areas. If not applicable, circle NA. **Examples of core competencies or performance factors for each area are enclosed at the end of this form.**

- 1. Teaching and/or Presentation Ability**
- 2. Quality of Work**
- 3. Oral and Written Communication**
- 4. Accountability and Self-Management**
- 5. Subject Knowledge and Learning Ability**

Please provide some specific information related to **your strengths and accomplishments:**

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Please provide some specific feedback on areas in which you feel you can improve:

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**PART III**

Please provide any additional comments that you feel would be helpful regarding your overall performance for the current review period.

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**Signature of Graduate Teaching Assistant**

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**Date**

## **GTA Competencies/Performance Factors for Evaluation**

**The following performance factors, or core competencies, reflect University expectations, values and priorities for graduate teaching assistants. These factors should be reviewed in conjunction with any unit-specific factors prior to the beginning of the review period, as well as at the conclusion of the period in which the performance is to be evaluated.**

**1. Teaching and Presentation Ability:** able to monitor and evaluate student progress and assignments; able to develop and organize relevant teaching materials; able to utilize approved texts or other instructional materials; capable of preparing and administering examinations; provides opportunities for student engagement; team-oriented attitude; regular attendance at other related lectures and course meetings as specified by supervisors; effective working relationships with diverse constituencies; knowledge of student perspectives.

**2. Quality of Work:** Completes work thoroughly and accurately; pays attention to details; well-organized; completes work on time; provides prompt responses to supervisors, colleagues and students; consistent and high level of performance; accepting of constructive criticism by demonstration of the ability to listen and incorporate the critique of others; understands the importance of confidentiality and the academic and privacy rights of students (e.g., FERPA, University Rules and Regulations); able to provide clear assignment instructions; well-prepared to teach each class.

**3. Oral and Written Communication:** able to communicate with a diverse range of people; provides accurate information and teaches course content with enthusiasm; deals effectively with stress; active listening skills; courteous and patient; able to understand and constructively respond to student needs; clarity in both oral and written skills with the ability to talk/write at the appropriate level; capable of providing clear and constructive feedback regarding colleagues upon supervisors' request.

**4. Accountability and Self-management:** Possesses organizational and time management skills; holds office hours at the specified time and location; maintains on-going communication regarding workload to supervisor; able to multitask, prioritize and respond promptly to requests of supervisors (e.g. the submission of grades, meetings to review work, updating of BlackBoard, etc.); takes responsibility for all aspects of their work; willing to ask for help and to help others; able to adhere to the course outline and schedule on the syllabus; able to meet the department and university criteria for holding a GTA position; punctual and reliable.

**5. Subject Knowledge and Learning Ability:** demonstrates the ability to learn new content quickly especially new scholarship in the field as it relates to the course; interested in learning more than the basics of teaching pedagogy; capable of responding to student questions in a timely manner; open to new technology related to the implementation of the course (e.g., BlackBoard, PowerPoint, Excel, laboratory hardware and software, etc.); able to write clear examinations that are consistent with learning outcomes and course goals.