

## CEE TA Evaluation--Information Sheet

This survey was designed by grad students in the department to help you get useful comments on your TAing. For example, we put the short answer questions first so that your students will give you specific, thoughtful feedback before they get into "circle-a-number" mode. Here are some ways to use the results:

- **make changes in your TAing as you see fit.** For this reason, we encourage you to hand it out around mid-quarter
- **get specific feedback on things your working on or have been wondering about.** There's room at the end of the survey for you to add your own questions; please take advantage of these. Maybe you did a guest lecture during the quarter, designed an assignment, or created a web-page. Ask about it. You may also choose to ask your students about each section or lab meeting to find out if they understood the material (You could list specific section topics under short answer question 5 or circle-the -number questions 21 to 26.).
- **share them with your professor** to help him or her write your letter of recommendation. This can help him or her write about your specific strengths. Even if you don't get a letter from him/her, you may both learn something about teaching by discussing the evaluations.
- **get a job.** You can use these results in your teaching portfolio to help you in your job search, whether it be in academics, industry, government, or service. Perhaps you could make up a summary sheet with averaged results and carefully chose comments.

Translating student feedback into positive changes is not always a straight-forward process. Here are a few tips:

- **think about your teaching first.** Know your teaching goals as well as your strengths and weaknesses. Then, see how the students' comments fit into your own framework. This can help you identify specific teaching behaviors that contribute to high ratings, and also consider negative ratings in light of your own ideas of good teaching methods. Thinking ahead can also help you add useful questions to the form.
- **organize the results.** If you simply flip through the evaluations, you're more likely to remember the best and worst; tallying up the written comments and averaging the numerical responses can help you get a more balanced picture.
- **get a sense of the individual student** to help interpret his or her feedback. We tried to help you do this with the first two questions on the form--you should know if a student rarely had contact with you or hated the class overall.
- **emphasize student learning.** Consider changes that will help students learn more effectively, rather than on improving your ratings. This may seem like a subtle point, but it may not be in practice. For example, try to distinguish positive evaluations that comment on your teaching strengths from those that comment on your popularity--the two are not always compatible.
- **get help.** Talk to professors, other TAs, or a CTL consultant.
- **for more information** see the CTL Newsletter Speaking of Teaching (Fall 1997, vol. 9, No.1). Those of you who took CEE 200 should already have it in your handouts.

And finally, a word about getting your students to actually fill the things out. If possible, devote some class time to the evaluations. This shows students that you take the evaluations seriously and ensures that you get them back. If this is not possible, try to give them as part of a homework assignment. If you can't do either, plan to give them plenty of reminders--if you nag enough (and let them know how much you value their feedback), you should get it.