



Evaluation Form for Graduate Teaching Assistants (GTAs) and Graduate Research Assistants (GRAs)

PART 1: Instructions

The purpose of this form is to provide formal constructive feedback to doctoral students about their performance as a GTA/GRA. For students undergoing their diagnostic evaluation process, the information collected here will also inform diagnostic committee recommendations. Faculty evaluators should complete the form each long semester for each of their assigned GTAs and/or GRAs. Faculty members and students are expected to discuss the feedback together, sign the form, and submit an electronic copy to the graduate faculty advisor via email.

PART 2: General Information

Review Period (e.g., fall 2024):

Name of Doctoral Student:

Role of Doctoral Student (circle one):

*GTA who is
instructor of record

GTA who provides
instructional and/or
administrative support

GRA

Name of Faculty Supervisor:

Assigned Course (if applicable, e.g., PSYC 5376):

**Note. For GTAs who serve as their own instructor of record, the department will assign a faculty member to evaluate the GTA. Assigned faculty evaluators are expected to observe one class session to facilitate an informed evaluation.*

PART 3: Evaluation

Rate the performance of the GTA/GRA in this review period only in each of the following five areas, circling one rating option for each area. **Examples of core competencies or performance factors for each area are presented at the end of this form.**

1. Teaching and Presentation Ability	Needs improvement	Meets expectations	Exceeds expectations	Not applicable
2. Quality of Work	Needs improvement	Meets expectations	Exceeds expectations	Not applicable
3. Oral and Written Communication	Needs improvement	Meets expectations	Exceeds expectations	Not applicable
4. Accountability and Self-Management	Needs improvement	Meets expectations	Exceeds expectations	Not applicable
5. Subject Knowledge and Learning Ability	Needs improvement	Meets expectations	Exceeds expectations	Not applicable
6. Interpersonal Skills and Collegiality	Needs improvement	Meets expectations	Exceeds expectations	Not applicable

Please provide some specific information related to **the GTA/GRA's strengths:**

Please provide some specific feedback on **areas in which the GTA/GRA can improve:**

PART 4: Overall Rating

Rate the **overall performance** of this GTA/GRA for the current review period.

Needs improvement Meets expectations Exceeds expectations

By signing below, the GTA/GRA and faculty evaluator are indicating that they have met to discuss the details of this evaluation form.

Signature of GTA/GRA

Date

Signature of Faculty Evaluator

Date



GTA/GRA Performance Areas for Evaluation

The following performance areas reflect department expectations, values, and priorities for graduate teaching and research assistants.

1. Teaching and Presentation Ability: Able to monitor and evaluate student progress and assignments; able to develop and organize relevant teaching/presentation materials; able to utilize approved texts or other instructional materials; capable of preparing and administering examinations; provides opportunities for student/audience engagement; regular attendance at other related lectures and course meetings as specified by supervisors; knowledge of student perspectives; able to prepare and communicate research presentations.

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; able to provide clear assignment instructions; well-prepared to teach each class or contribute to research meetings.

3. Oral and Written Communication: Able to communicate with a diverse range of people; provides accurate information and teaches course content with enthusiasm; active listening skills; courteous and patient; able to understand and constructively respond to others' 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; able to write clearly and professionally; responds to student and colleague questions in a timely manner.

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; takes responsibility for all aspects of their work; willing to ask for help when needed; able to adhere to the course outline and schedule on the syllabus; punctual and reliable; deals effectively with stress.

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 or research lab; interested in learning more than the basics of teaching pedagogy or research/analytic skills; open to new technology related to the implementation of the course or research, where applicable; able to write clear examinations that are consistent with learning outcomes and course goals.

6. Interpersonal Skills and Collegiality: Treats students, faculty, staff, and peers with respect; builds effective professional relationships within and outside the department; fosters intradepartmental collaboration (e.g., cross-lab interactions); team-oriented attitude; effective working relationships with diverse constituencies; willing to help others.