

Objective-Driven Feedback Form

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|-----------------------------|----------------------|
| Teaching Assistant: | Course Name: |
| Date of Observation: | Location: |
| Course Director: | Meeting time: |

| Expectations Alignment | Demonstrated | | | Comments |
|---|---------------------|-----------|------------|-----------------|
| | Yes | No | N/A | |
| Professionalism Expectations | | | | |
| 1. Be prompt. Please arrive to all course sessions and course-related meetings on time. If you will be late for any reason, please contact the Course Director. | | | | |
| 2. Be prepared. Please spend time outside of the scheduled course and/or meeting times to prepare for course-related sessions. Being knowledgeable about the content covered in the course is essential to be an effective TA. If you have questions or concerns about the course content, please contact the Course Director. | | | | |
| 3. Be responsive to emails. Please respond to emails or other communications from the Course Director, other instructors, students, and staff in a timely manner (preferably within 72 hours of receiving an email). | | | | |
| 4. Communicate respectfully and professionally. Communication is key for effective facilitation of courses. Please communicate with the Course Director as anything comes up during the course, including concerns regarding students. Please communicate with all instructors, students, and staff in a respectful and professional manner. Please review LCOM's Professionalism Statement. | | | | |
| 5. Foster an inclusive learning environment. Diversity, equity, and inclusion are key to a successful learning and working environment. All faculty, students, and staff are essential in creating an inclusive environment. Please review LCOM's DEI statement. | | | | |
| 6. Maintain a clean learning environment. Please clean up after yourself and after students in the learning environment. | | | | |

| Expectations Alignment | Demonstrated | | | Comments |
|---|--------------|----|-----|----------|
| | Yes | No | N/A | |
| Course-Related Expectations | | | | |
| <p>1. Attend and assist in labs. Meet with the course director two days prior to each lab to pin specimens and set up the labs. Arrive to all labs 20 minutes early to help uncover specimens. During labs, assist in answering student questions and check-in with students as they work through the stations. After labs, put specimens away and clean up the lab space. If the material is unfamiliar, review it prior to the session and reach out the Course Director with any questions or concerns.</p> | | | | |
| <p>2. Attend and assist in workshops. Attend workshops and help answer student questions during the workshops. If the material is unfamiliar, review it prior to the session and reach out the Course Director with any questions or concerns.</p> | | | | |
| <p>3. Attend class if you are not confident in the material. Attending lectures is optional; however, if you are not confident in the material, you are strongly encouraged to attend lectures to review the content. It is also essential to use time outside of class to review the course content prior to labs, workshops, and office hours.</p> | | | | |
| <p>4. Assist with exam set up. Meet with the course director the day prior to each exam to take down labs and set up the practical exam. This includes pinning specimens, cleaning the lab space, and putting away unused specimens.</p> | | | | |
| <p>5. Hold weekly office hours. Select a time to hold office hours on a weekly basis. Office hours may be held in the lab or in the space outside the Course Director's office (Given C450). TAs are also encouraged to offer extra review sessions or question and answer session prior to exams.</p> | | | | |
| <p>6. Assist in preparing any needed dissections for the course. Sometimes needs arise for new specimens. In the case that a new specimen is needed for the course, TAs are expected to assist in dissecting brain specimens to develop any necessary prosections.</p> | | | | |

| Expectations Alignment | Demonstrated | | | Comments |
|---|--------------|----|-----|----------|
| | Yes | No | N/A | |
| Objectives for TAs | | | | |
| <p>1. Develop and practice professionalism and inclusion. Please review and practice the items delineated in the Professionalism Expectations for TAs document.</p> | | | | |
| <p>2. Develop teaching skills and pedagogical approaches. Be able to clearly and concisely explain complex topics. Over the course of the semester, it is expected that your teaching skills will improve. The Course Director will provide specific feedback throughout the semester to help TAs achieve this goal. Best practices in teaching include:</p> <ul style="list-style-type: none"> a. Identifying patterns and themes to help students understand material. b. Using a variety of techniques to explain concepts (e.g., verbal descriptions, writing or drawing out processes/pathways, identifying structures on images and specimens, etc.). c. Listening to student questions and responding to each component of the question. d. Following up with students to make sure that your response answered their question. e. Encouraging engagement among students by asking them questions and giving them time to think and discuss. f. Be flexible, open, and curious. | | | | |
| <p>3. Develop at least one goal that you would like to achieve during this teaching experience and work toward that goal with the Course Director. Goals may be content-specific or related to teaching and pedagogy.</p> | | | | |

Summary Comments:

Strengths of the teaching assistant:

Areas for the teaching assistant to continue to develop and improve:

Specific suggestions to enhance the teaching assistant's competency and effectiveness:

Teaching Assistant response (optional):

Signature of Course Director: _____

Date: _____

Signature of Teaching Assistant: _____

Date: _____

Adapted from: Framework of Faculty Teaching Performance Evaluation, Texas A&M University.