

## PTP INSTRUCTOR OF RECORD EVALUATION GUIDE

Teaching mentors should use this guide to evaluate courses taught by students, when they are the instructors of record. Over the course of a term, the graduate student instructor of a course and their mentor will engage several times about the instructor's course. For each meeting, described below, there are several suggested questions to guide the discussion. After each meeting, the mentor should summarize the discussion in a paragraph to be written into this document. At the end of the course and review process, a copy of the document should be submitted to the Dean of Students Office.

---

Date: \_\_\_\_\_

Student Instructor: \_\_\_\_\_

Faculty Mentor: \_\_\_\_\_

Course: \_\_\_\_\_

Part 1- Course Information: This meeting should occur before the course is scheduled to begin.

- A. Course Description [to be completed by the instructor]. This should include course listing, number of registered students, course meeting schedule, course's relation to department requirements (i.e. Major requirement, Core requirement, Elective, etc.), and week of mentor observation.

---

---

---

---

---

---

- B. Mentor Review of the Syllabus- This exchange, via meeting or email, should occur before the term starts. The mentor may also comment directly on the syllabus if preferred rather than answering questions on this document. In that case, a copy of the syllabus with comments should be submitted with this document to the Dean of Students Office when this document is completed.

---

---

---

---

---

---

C. Clarity of course goals and expectations: Appropriateness of assigned materials (content, length, order) and Assessment of assignments (clarity, pedagogical aims, fit for course level); General Feedback on the syllabus:

1. Discuss the following questions with the instructor: (a) What assignments have you designed for the course? (b) Do you have a clear plan for assessing the quality of student work on each assignment? (c) How do you plan to weight assignments and expectations in the final grade? (d) Can you anticipate any challenges with these assignments for students?

---

---

---

---

---

---

Part 2- Pre-observation Communication: This information should be sent to the mentor a week before the observation. The observation date should be chosen through a dialogical process with instructor and mentor.

Date of observation: \_\_\_\_\_

A. What are your overall goals for this class session? \_\_\_\_\_

---

---

---

---

---

---

B. How well do you think your students are engaging in the course so far? \_\_\_\_\_

---

---

---

---

---

---

C. What do you think are your main strengths and weaknesses as a teacher? \_\_\_\_\_

---

---

---

---

---

---

D. When I come to observe your course, what feedback would be most helpful? \_\_\_\_\_

---

---

---

---

---

---

Part 3- Observation and Recommendations: This can happen at any part of the term but should occur early enough to allow the instructor to benefit from feedback. In other words, Part 3 and 4 may be reversed temporally. The mentor and instructor should meet soon after the observation to debrief.)

The mentor should attend 1-1.5 hour(s) of the class period. If possible, the mentor should enter the class at the beginning of the period so as not to disrupt the conversation/lecture. Mentors should sit away from the students and refrain from intervening in the discussion or lecture in any way.

While it is greatly preferred that the mentor attend the course under review, if the mentor cannot attend, the instructor and mentor should work together to arrange a recording of the class session for the mentor to review at a later time.

Please analyze the presentation along the following lines and focus on techniques that are generalizable to a variety of courses.

**Introduction and Class Organization**

A. Does the instructor begin class effectively? Does the instructor engage students and orient them to the material to be covered that day and the learning goals? \_\_\_\_\_

---

---

---

---

B. Does the instructor present the material in a logical sequence, with transitions such that the students can follow? \_\_\_\_\_

---

---

---

---

C. Does the instructor pace the class appropriately for student understanding? \_\_\_\_\_

---

---

---

---

**Presentation Form and Substance**

A. Does the instructor speak clearly, at an appropriate volume and pace? \_\_\_\_\_

---

---

---

---

B. Does the instructor use eye contact and body language effectively? \_\_\_\_\_

---

---

---

---

C. Does the instructor use clear examples? \_\_\_\_\_

---

---

---

---

D. Does the instructor effectively use visual aids – chalkboard, physical materials, powerpoint, videos, etc? \_\_\_\_\_

---

---

---

---

**Teacher-Student Interactions**

A. How does the instructor engage with the students? What means of instruction are used? Is there time for questions? \_\_\_\_\_

---

---

---

---

B. How are the students engaged? How is participation distributed among the students? \_\_\_\_\_

---

---

---

---

C. Does the instructor clearly communicate about expectations for assignments and next steps? \_\_\_\_\_

---

---

---

---

**Content Knowledge**

A. Has the instructor clearly explained the content of the course? \_\_\_\_\_

---

---

B. Does the instructor convey to students the complexity and diversity of viewpoints on the topic?

---

---

---

---

C. General feedback with actionable and clear teaching strategies: \_\_\_\_\_

---

---

---

---

The instructor should also reflect upon what went well and what could be improved upon. The instructor may also reflect on student feedback as relevant.

---

---

---

---

---

---

Part 4- Mid-Course Review Report: The instructor should ask all students to participate in a short, mid-course review during week 5. Those review results should be anonymous and collected by the instructor. The instructor is responsible for sending a complete set of responses to the mentor for review.

The questions on the mid-course review should include the following:

- A. What elements of the course have been effective for your learning?
- B. Which, if any, readings or assignments have you found less engaging and why?
- C. Do you feel comfortable contributing to class discussions? Y/N
- D. What could the instructor do to make you feel more comfortable participating?
- E. What could the instructor do to further improve your learning in this course?

Mentors should provide feedback as necessary and to help the instructor contextualize student evaluations.

Part 5: Final Course Evaluation Report to be completed by the instructor. The graduate student instructor should ask all students to participate in the evaluation process of the unit in which they are teaching. After evaluation results are accessible, the graduate student instructor should meet with their mentor to discuss the evaluations, guided by the following questions:

A. How do you interpret the results of your student evaluations? \_\_\_\_\_

---

---

---

---

B. Reflecting on student evaluations and your assessment of the course as a whole, what would you keep the same and change if you were teaching this course again next term? \_\_\_\_\_

---

---

---

---

C. Did teaching this course change your thinking about the subject? If so, how? \_\_\_\_\_

---

---

---

---

D. What questions do you have for me (the mentor) about the evaluations? \_\_\_\_\_

---

---

---

---