

Graduate Teaching Assistant Manual

2021

This document provides information about teaching assistantship policies and best practices.

Department of Human
Development and Family
Science

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Important Contact Information

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Handles tuition-related issues for the College

Graduate Teaching Assistant Manual

I. Introduction

Welcome to the Department of Human Development and Family Science in the College of Health and Human Sciences at Florida State University. Congratulations on obtaining a Graduate Teaching Assistantship. This manual is designed to familiarize you with departmental and university-wide resources, guidelines, and policies. The manual is comprised of information regarding orientation to the University, roles and responsibilities of being a Graduate Teaching Assistant, important policies and procedures related to this assignment, and valuable teaching tips. Throughout the manual, websites and contact information are provided.

II. General Information

TA Roles

Generally, Graduate Teaching Assistants fall into the following roles:

Level 1: Teaching Assistant, Online Mentor only

Level 2: Teaching Assistant, no direct instruction; in person or online, assistance provided to an instructor of record

Level 3: Instructor of Record, Lower level courses

Level 4: Instructor of Record, Higher level courses

Definition and Responsibilities

Responsibilities for Graduate Teaching Assistants differ depending upon the role assigned within the assistantship contract. The following sections provide an overall guide to the responsibilities for each teaching assistant role. It is important to note that each Graduate Teaching Assistantship is unique and may require additional responsibilities beyond those described below.

1. Level 1: Teaching Assistant: Online Mentor only

Online mentors work under the supervision of a faculty member or designee who is the instructor of record, and the mentor provides support to a designated number of students enrolled in the online course. Typical responsibilities for online mentors include:

- evaluating student assignments;
- responding to e-mails and queries from students within 24 hours on weekdays (or by Monday morning if sent over the weekend);
- providing each student with no less than 1 guidance and reminder message per week;
- evaluating discussions, assignments, and quizzes within 2 weeks;
- completing all student assessments within 24 hours before the last day of class;
- completing a weekly work log outlining all mentoring activities by designated date and time;
- participating in scheduled meetings with course instructors; and
- handling other duties assigned during the semester by the instructor.

2. Level 2: Teaching Assistant, no direct instruction, in-person or online

Teaching assistants (TA) without direct instruction responsibilities offer grading assistance and other matters of course management to an instructor of record, whether

the course is online or in person. Typically, the course is taught by a faculty member, adjunct instructor, or upper level doctoral student.

Typical responsibilities for TAs include:

- attending the course each session, or as requested by the instructor of record,
- responding to e-mails and queries from students within 24 hours on weekdays (or by Monday morning if sent over the weekend),
- gathering and organizing attendance information,
- collecting and evaluating student assignments,
- entering grades into the learning management system,
- evaluating discussions, assignments, and quizzes within 2 weeks,
- completing all student assessments within 24 hours before the last day of class,
- holding regularly scheduled office hours,
- organizing course information within the learning management system,
- submitting completed examinations for grading at the University Assessment Center,
- teaching for the instructor of record in case of emergency or other professional responsibilities,
- completing a weekly work log outlining all TA activities by designated date and time,
- participating in scheduled meetings with course instructors,
- assisting with the development of lecture materials; and
- other duties as assigned during the semester.

Level 1 and Level 2 Appointments:

In HDFS the ratio of Mentors or TAs to students is dependent on the level of appointment, as follows:

Hours/Week	FTE*	Ratio of Mentors:Students
10	.25	Approximately 1:40
20	.50	Approximately 1:70

*FTE = Full Time Equivalent

Graduate Assistants who serve as Level 1 or 2 TAs are typically appointed to .50 FTE (20 hours/week). On some occasions, a TA may also have a part-time appointment as a Research Assistant at .25 FTE; in this case, the TA may be appointed to the TA role as .25 FTE (10 hours/week). Note that you are expected to dedicate up to 10 or 20 hours/week to your assigned TA duties depending on your appointment level.

Also note that assigning Graduate TAs is dependent upon the number of available graduate students and the unique course requirements that may justify a greater or lesser number of mentors or TAs per course.

3. Level 3: Instructor of Record, 1000-2000 level courses

As the instructor of record (IOR), these Graduate Assistants hold primary responsibilities for managing all aspects of a lower-level undergraduate course. Typically, only second year or higher doctoral students with experience first as a Mentor or TA (no direct instruction) are assigned to this role. Such IORs may be required to perform the following responsibilities:

- preparing and delivering all lectures,

- managing the course learning management system,
- holding regularly scheduled office hours,
- creating and administering all assessments or student learning opportunities,
- developing, evaluating, and managing all student assignments,
- entering grades into the learning management system, and
- handing all student related issues according to Departmental and University policies.

Depending on the class size, IORs may or may not have one or more TAs or Online Mentors to assist them. If they do have any TAs/Online Mentors, the IOR is responsible for directing and overseeing their work. However, the Graduate TA Coordinator is still responsible for the official supervision of TAs.

4. Level 4: Instructor of Record, 3000-4000 level courses

As the IOR, these Graduate Assistants hold primary responsibilities for managing all aspects of an upper division undergraduate course. Typically, only third year or higher doctoral students with experience first as an IOR of a lower-level undergraduate course are assigned to this role. All other duties for this role are otherwise the same as a Level 3 IOR.

Level 3 and Level 4 Appointments:

Graduate Assistants who serve as Level 3 or 4 IORs are appointed to .50 FTE (20 hours/week). Note that you are expected to dedicate up to 20 hours/week to your assigned teaching duties.

Criteria for Appointment as a Graduate Teaching Assistant

To hold an appointment as Graduate Teaching Assistant, students must maintain good academic standing in the Department, as determined by the Departmental policy and the Department Chair in consultation with the student's supervisory committee and other members of the faculty. Further, students must perform well in their assignment as judged by the faculty to whom they have assigned duties. If performance be judged to be less than desired, a performance improvement plan will be developed. Successful completion of this improvement plan is essential for continued support.

Also, Graduate Teaching Assistants must meet additional requirements. First, all University teaching assistants must successfully complete the Program for Instructional Excellent (PIE) teaching conference scheduled in the Fall and the following trainings offered at the PIE conference: Academic Honor Policy, American with Disabilities Act (ADA), the Federal Educational Rights and Privacy Act (FERPA), and Discrimination, Harassment, and Retaliation policies. Second, graduate assistants must begin the process of applying for in-state residency.

For those who are appointed as IOR, students must have completed at least 18 graduate credits in their area of expertise and meet the minimum requirements for TAs set forth by the University (see Section III).

Before becoming the IOR for a class, students are required to take FAD 5481: College Teaching in Family Sciences. The course is designed to equip students with teaching fundamentals including how to develop syllabi, course objectives, assignments and grading rubrics, presentation and teaching styles, course and student management, and problem-solving strategies. The course

also requires students to draft a teaching philosophy and students are encouraged through the portfolio system to continue to refine their philosophies as they gain teaching experiences. Students also are required to participate in FAD 5942: Supervised Teaching during the first semester they are an IOR. This experience allows students to be shadowed/supported by a faculty member and receive feedback from a faculty mentor on the student's teaching experiences. Supervised teaching mentors are assigned by the Department Chair.

III. University Policies and Procedures

University-wide TA Standards

Several standards must be met for students to become assigned as Graduate Teaching Assistants at Florida State University. These requirements vary depending upon the type of Graduate Teaching Assistant role. In the following sections, essential requirements are outlined.

Additional information about other University TA standards can be found at:
<http://pie.fsu.edu/TA-Standards>.

Ethics and Unacceptable Conduct

Graduate Teaching Assistants are expected to conduct class with the same professionalism as a faculty member. Consider the following pointers on maintaining professionalism:

- Avoid discussing departmental faculty, other TAs and their classes, assignments, grading, or course policies.
- Do not socialize with students under your supervision outside of class, unless it is a whole-class activity; even the appearance of such unprofessional behavior with a student can create misunderstandings and cause problems – be careful to avoid it.
- Make certain that you understand and abide by the University's policy on sexual harassment and sexual battery
(https://www.hr.fsu.edu/?page=eoc/eoc_sexual_misconduct).
- Evaluate students' work fairly, impartially, and timely.
- Avoid discussing students in public or giving out grades to anyone but the student to whom it belongs.
- Dress professionally.

Unacceptable conduct by Graduate Teaching Assistants is addressed by the Department Chair. Consequences of unacceptable conduct vary depending upon the offense. For example, Graduate Teaching Assistants who struggle with handling the workload might be asked to create a plan of action detailing how they will complete all duties in the future. More severe infractions might call for suspension from teaching responsibilities, reassignment of assistantship, or discontinuation of assistantship. However, most reassignments are made to meet the changing needs of the Department and are not a reflection of competence.

Additionally, the University requires all staff and OPS employees to inform their supervisor within two (2) business days if arrested for any felonies or first-degree misdemeanors (or the equivalent thereof in another state). The employee must also notify their supervisor of the final disposition of their case within two (2) business days. In both circumstances, the supervisor must immediately consult with the Human Resources' Employee and Labor Relations Office to determine if the offense is job related and for further guidance. Failure to comply with this policy could result in disciplinary action, up to and including dismissal.

Students with Disabilities

According to the Americans with Disabilities Act (1990), students with documented disabilities are afforded all means necessary to succeed while a student at Florida State University. Students with disabilities needing academic accommodation must: (a) register with and provide documentation to the Office of Accessibility Services; and (b) bring a letter to the instructor indicating the need for and nature of accommodations during the first week of class. The syllabus and other class materials can be made available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact:

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
Email: oas@fsu.edu
Website: <https://dsst.fsu.edu/oas/>

Sexual Harassment Policy

All Graduate Teaching Assistants at FSU are required to attend a sexual harassment workshop before teaching responsibilities begin. University policy on sexual harassment training is provided by Office of Equal Opportunity and Compliance (http://www.hr.fsu.edu/?page=eoc/eoc_sexual_misconduct&CFID=11152111&CFTOKEN=9da3e1f5bce56af7-03C2C186-FE0A-A4A4-C9113E6A0F69EEA8). The office provides training sessions at the PIE Fall Teaching Conference. In addition, PIE sponsors a workshop in the spring, usually during the second week of classes. The Office of Audit Services also offers training online.

Academic Honor Policy

The Academic Honor Policy is an integral part of the FSU academic environment, and the Department takes violations very seriously. The policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process. New students are introduced to the Academic Honor Policy during orientation and pledge to uphold it at New Student Convocation. In surveys, students report that the strength of an individual instructor's message about the importance of academic integrity is the strongest deterrent to violating the Academic Honor Policy. Thus, Graduate Teaching Assistants should remind students of their obligations under the policy and fully communicate their expectations to students. If a Graduate Teaching Assistant encounters academic dishonesty, they must follow the procedures detailed below to resolve the alleged violation in a timely manner while protecting the personal and educational rights of the student. All forms and resources to resolve any allegation can be found on this website.

It is not uncommon that undergraduate students are charged with such violations because of plagiarism. There is an excellent website offering an online tutorial that can be assigned, so you can be assured they have the requisite knowledge; go to <http://www.umuc.edu/students/academic-integrity/vail-tutorial.cfm> (University of Maryland).

Further, it is essential to inform the Faculty Supervisor and/or Department Chair of any suspected violations of the honor policy prior to beginning the process with the student. They can advise you of the process and provide you with guidance and will inform the CHHS Associate Dean of Academics Affairs of suspected violations.

Graduate Teaching Assistants should thoroughly read and be familiar with the academic honor policy and procedures for filing an academic honor policy infraction. The academic honor policy and procedures can be found at the following link: <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.

Family Education Right & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of students' educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Students have specific, protected rights regarding the release of such records, and FERPA requires that institutions adhere strictly to these guidelines.

As employees of the university community, Graduate Teaching Assistants must ensure that the rights of students are not violated and that the federal law is appropriately upheld. More information regarding the FERPA policy can be found at the FSU website:

<http://registrar.fsu.edu/records/ferpa/>. If questions or concerns related to the FERPA policy arise, Graduate Teaching Assistants should first consult with the Faculty Supervisor and/or Department Chair. Two common violations of FERPA include:

- (a) Speaking with a student's parent(s) without making sure that the student has granted such permission; and
- (b) Placing graded materials in public places for retrieval by the student. Outside one's office and in the HDFS office are considered public places.

Medical Drop/Withdrawal from a Course

Students may drop a course or all courses in a semester when they experience unforeseen illnesses or injuries that interfere with their ability to complete specific course(s). Similarly, medical withdrawals may be approved for acute, severe illnesses, or injuries that incapacitate the student. Chronic conditions generally do not qualify unless the student has been stable for a sustained length of time and then experiences an unexpected change in health status. Students with chronic or recurring health problems should consult with their clinicians and carefully assess a realistic class schedule based on their condition and their likelihood of relapses.

Questions regarding these drops/withdrawals should be directed first to the Faculty Supervisor and/or Department Chair and next to the Associate Dean for Academic Affairs. For information regarding medical course drops and medical withdrawals, visit:

<https://dos.fsu.edu/withdrawal/withdrawal-process-information/medical-mental-health-withdrawal-mhw>, or call the Withdrawal Office at (850) 644-1741.

First Day Attendance Policy

Attendance at the first class meeting is mandatory at FSU unless properly excused by the class instructor. Students who do not attend the first day of a class and lack an excusable absence must be dropped from the course by the instructor of record. Graduate Teaching Assistants should assist primary instructors in obtaining first day attendance for students. If a Graduate Teaching Assistant is the instructor of record, they must follow the guidelines for dropping students from the course roster via https://www.my.fsu.edu/default/myfsu_portal/index, as all instructors handle their own drops. This policy applies to all levels of courses at FSU. It remains the student's responsibility to verify course drops and check that fees are adjusted.

Student Requests to Add Courses

It is not uncommon that students will request from an instructor that they be added to a course during the Add/Drop period the first week of classes because of the high demand for HDFS courses. Never are students allowed to add if this exceeds the “cap” of the course; doing so becomes a liability issue for the University. Instructors should communicate to students that the only way to add a course is through MyFSU, as other students drop. Do not take the names of students who want to add, as this implies that the Department will do something to assure they are allowed enrollment in the class.

IV. Department Policies and Procedures

Student Attendance

The following excerpt explains the University policy on student attendance:

“Students are expected to attend all of their scheduled University classes, and other University activities such as examinations, study halls, and tutorials, as determined by their departments and University faculty and staff. The University reserves the right to deal at any time with individual cases of nonattendance. The effect of absences upon grades is determined by the instructor. Arranging to make up work missed because of legitimate class absence is the responsibility of the student.” (General Bulletin)

The attendance policy for courses in the Department varies depending on the expectations of the instructor. Instructors of record and faculty members will outline the attendance expectations for students in the course syllabus. As a Graduate Teaching Assistant, it is important to understand and assist in enforcing the policies outlined in each instructor’s syllabus. For some categories of students (Title IV, returning military on GI Bill), the last date of attendance in the course is required when submitting grades.

Because there should be added value to attending class, presenting new relevant content (beyond what is available in a textbook) and then testing over this material is one way to assure better attendance.

Instructor Attendance

Instructors are expected to attend all lectures and other relevant contacts (e.g., regularly scheduled office hours) with students. Occasionally, instructors may ask Teaching Assistants to help with lectures, when they are required to attend conferences, are ill, or have a family emergency. Similarly, Graduate Teaching Assistant who are IORs are expected to be present for all lectures and scheduled office hours. Graduate Teaching Assistants who are IORs must notify

the Graduate Teaching Coordinator in situations where they are unable to attend class. Acceptable reasons include: illness, family emergency, death in the family, professional conferences, and religious holidays. IORs are encouraged to find an appropriate substitute for any classes they must miss. The Graduate Teaching Coordinator should be notified with this information once a substitute has been arranged. (To travel to a professional meeting, Graduate Assistants must have permission to do so and such permission is given in writing from the Department Chair in advance.) If there is a last-minute emergency, contact the Faculty Supervisor and/or Department Chair immediately.

Tardiness

There are no specific University-wide policies regarding tardiness. Instructors and faculty are encouraged to list the expectations regarding tardiness in the syllabus. Graduate Teaching Assistants may be called upon to help enforce tardiness policies. Typically, tardiness is considered disrespectful to the classroom environment and may result in a violation of the Honor Policy (i.e., behavior disruptive to the learning environment).

Religious Holidays

According to University policy, each student, upon notifying his/her instructor, can be excused from class to observe a religious holy day of his/her faith. Students who wish to observe a religious holy day should notify the instructor of record beforehand. Faculty or instructors should be provided with evidence of observing said holiday in granting an excused absence. Students will be held responsible for the material covered in his or her absence; however, a reasonable amount of time must be allowed to make up the work missed. Instructors and Graduate Teaching Assistants cannot arbitrarily penalize students who are absent from academic activities because of religious holy day observance.

Classroom Safety (What to do in an emergency)

Emergencies can occur within the classroom, and Graduate Teaching Assistants must know how to manage these situations. Emergencies include: suicidal or homicidal threats, medical emergencies, possession of a weapon in class, victim of violence and/or stalking, sexual assault reported by student, bizarre/inappropriate student behavior, fire alarms, and weather-related problems. The best advice in emergency situations is to contact the University Police at (850) 644-1234 or dial 911. If the situation is life-threatening, safety of the students and the Graduate Teaching Assistant is the priority. In cases of inclement weather, FSU has instated the "*FSU ALERT Emergency Notification System*" (<http://alerts.fsu.edu>) which can send a text message to all students, faculty, and staff, if needed. If the situation is detrimental to the classroom environment, but there is no immediate threat to the safety of the student or anyone else, other resources may provide valuable assistance:

Victim Advocate Program	(850) 644-7161
University Counseling Center	(850) 644-2003
University Health Services	(850) 644-4567
Dean of Students	(850) 644-2428
Center for Couple and Family Therapy	(850) 644-1588

Importantly, the Department Chair should be made aware of any such issues immediately.

Managing the Classroom Environment

Coping with issues in the classroom environment is one of the most challenging aspects of being a Graduate Teaching Assistant. As graduate students, there may be but a few years that separate you from the students. For this reason, it is essential to establish appropriate professional boundaries. This entails dressing professionally, consistently maintaining class rules, and avoiding places where students frequent.

Further, Graduate Teaching Assistants may be involved in the management of difficult students and unruly classroom environments. Handling disruptive students and maintaining classroom decorum are essential to creating a positive community of learning. Tips specifically for Graduate Teaching Assistants and classroom management can be found in the FSU TA Handbook: <https://pie.fsu.edu/sites/g/files/upcbnu711/files/files/2016-17%20TA%20Handbook.pdf>.

If Graduate Teaching Assistants have concerns regarding classroom management or disruptive student behavior, they are encouraged to contact a faculty supervisor for the course (if one has been assigned) and/or the Department Chair as soon as possible. Early intervention with the support of the faculty supervisor or Department Chair can deter the development of future student/classroom problems. The Chair must be made aware of such situations in case they escalate.

Supplies

Supplies for teaching are kept in the HDFS Office. Graduate Teaching Assistants may request supplies, such as paper for printing, toner for printers, staples, paper clips, pens, etc., but these supplies are for use in classroom activities only. Requests may be made via email to the HDFS Office Administrator in the Department. Copies of materials for courses should be kept to a minimum and posted on the learning management system when possible in effort of reducing copying costs to the Department. Printers in graduate assistant offices are NOT for producing multiple copies of materials for classes; instead, copies should be made from the copy machine located in SAN 242Q

Graduate Teaching Assistants who are instructors of record are given a copy code for use in their course; other teaching assistants must request these codes of the faculty assigned to the course. Printing non-teaching assistant related materials or using departmental supplies for personal use is not acceptable. Monthly counts are monitored closely due to budget restrictions.

Department Services (media, equipment, etc.)

Graduate Teaching Assistants may obtain media equipment for instruction from either the Department or the CHHS Technology Office (SAN 202). The Department has access to several laptop computers and a portable projector for connecting with laptops. The projector can be used to display PowerPoint presentations or videos from a computer or laptop. This equipment is used by other faculty and graduate student needs (e.g., preliminary exams, dissertation defenses). For this reason, any equipment needs must be reserved via the Academic Program Assistant at least one week before use is needed. The Academic Program Assistant maintains an online record of equipment reservations. The CHHS Technology Office can provide additional equipment, such as speakers and video recording devices.

Most classrooms used for instruction on campus are Technology Enhanced Classrooms (TEC); therefore, it is rare that Graduate Teaching Assistants will need to borrow equipment from the Department or the College. Report any problems encountered, such as remote controls that do not work, clocks that have stopped working, or broken seats to the Department so arrangements can be made to have these issues resolved.

If you are teaching in a TEC, you must register for an account using your FSUID Username in order to log-in to classroom equipment. You can register for a TEC account here:

<https://tecs.fsu.edu/register/> .

Most classrooms remain locked until 15 minutes before a scheduled class at which time the room will automatically unlock. If the room is still locked at the scheduled start of class, contact Classroom Support at (850)644-2811.

V. Preparation to Teach

Course Planning

Course preparation serves as the foundation for learning objectives, grading procedures, and student interactions during the semester. The following guidelines from *Instruction at FSU: Guidelines for Teaching and Learning Practices* can assist in course planning:

- Gather information on the University culture, faculty and course content expectations, and your students and their needs.
- Each University course has an existing approved master syllabus with stated goals and objectives that are measurable. **Any changes to the goals and objectives require University approval; therefore, graduate student IORs should not change these under any circumstances. Make sure you obtain the master syllabus from the Department Administrator, and do not simply get one from a previous IOR as the information is not always up to date.**
- Select content, learning activities, teaching methods, materials, and media that is appropriate and relevant to those goals and objectives. **While some content and learning activities may be modified, any substantive changes must be approved by the lead instructor for the course.**
- Develop student assessment methods that directly reflect the learning objectives and challenge students to think critically; be sure that testing strategies extend beyond “knowledge” (simple recall); make sure grading rubrics allow the differentiation between students who are exceptional (grades of A), above average (grades of B), average (grades of C), etc.
- Implement the course plan, creating a learning environment and a community of learners.
- Revise the plan after assessments and evaluations.
- Consult with the faculty member who is the lead instructor for your course in the Department for their input. Get feedback on your plans before solidifying them.

Syllabi

Florida State University requires all courses to have an accompanying syllabus that is distributed at the beginning of the semester. A syllabus serves as a contract between the instructor and students regarding the basic information about the course and evaluation strategies. Some points to consider include:

- A syllabus serves as a contract between the student and the faculty regarding the learning activities, a grading system, evaluation (grading) standards and rubrics, policies regarding participation in class, etc. that will be part of the course.
- Syllabi should be written to cover the worst-case situation; requirements can be relaxed but not made more restrictive. Let the students know the expectations that are required for the class on the first day.
- End each syllabus with a caveat to protect you, the Department, and the University, if changes in the syllabus must be made once your course is underway.
- See other requirements about the syllabi under the Course Planning section above.
- Failing to adhere to the syllabus provides fertile ground for grade grievances.

Learning Objectives

University policy requires that an outline of the course contents be distributed at the beginning of the semester along with the written objectives. Learning objectives are included as part of the syllabus and have been approved by the University. They cannot be changed without University approval; however, clearly defined goals and measurable objectives form the foundation for selecting appropriate content, learning activities, and assessment measures. If objectives of the course are not clearly understood by both instructor and students, and if the learning activities do not relate to the objectives and the content that you think is important, then your methods of assessment, which should indicate to the learner how effective the learning and teaching process has been, will be misleading at best, and, at worst, irrelevant or unfair. The evaluation of each instructor's teaching effectiveness will begin with the approved written objectives of the course. Learning objectives should be based on what you expect that students gain from the course throughout the semester. **Remember that graduate students may not change learning objectives on any syllabi.**

Use of Space and Resources in the Classroom

As noted, at FSU most classrooms are Technology Enhanced Classrooms (TEC). TEC classrooms have many resources for instruction. These resources may include: computer, projector, DVD/VHS player, audio system, overhead, and microphones. The TEC website (<https://tecs.fsu.edu/>) includes a list of classrooms on campus and the resources available within each classroom.

In addition to classroom equipment, the TEC Office helps instructors to manage technology difficulties that surface. Problems with the computer, projector, audio system, and microphone can be fixed by calling the phone number listed in each TEC classroom.

Graduate Teaching Assistants should visit their classroom prior to the start of the semester to become familiar with the TEC components and to ease anxiety of its use during instruction. Graduate Teaching Assistants should also make sure they have an account with TEC so they can access classroom technology. You can register at the TEC website <https://tecs.fsu.edu/register/>.

Office Hours

Graduate Teaching Assistants are required to post and honor regularly scheduled office hours each semester in which they are conducting or assisting in classes. Office hours should be posted in a conspicuous place (office door) and must be shared with the Office Administrator. Although

the University does not set a minimum number of hours per week, standard practice is a minimum of 3 hours per week.

Teaching Tips

Tips and advice for before-class activities: The most important factor to remember before class is preparation, preparation, and preparation. Prior to meeting and teaching each class: review your entire intended presentation, set aside preparation time 20-30 minutes before class, do not schedule office hours just before class, locate and become familiar with your classroom (especially the technology) before the first day of class, perform a “run through” at home, and get to your class as early as possible

Tips and advice for in-class activities: If you are asked to “lecture,” do not talk for the entire class period (50 minutes on MWF classes or 75 minutes on TR classes). Use active learning or interactive techniques at intervals to break up lengthy talking. Try not to talk consistently for more than 10 minutes without some kind of break which might include asking reflective questions, challenging students to think more deeply about a topic, or by asking students to give an example of a concept, etc. Be sure to get away from the podium and interact with your audience. Use inflections in your voice to maintain student’s attention. Be mindful of your body actions and physical movements. It can be extremely helpful to record yourself to observe your habits. Be intentional with your attire; make sure that you are professional and presentable.

Additional Teaching Tips are provided in Appendix A.

VI. Grades and Grading Practices

Posting Student Grades

The public posting of grades either by the student’s name, social security number, or FSUID without the student’s written permission is a violation of FERPA. This includes the posting of grades to an unsecure class website and applies to any public posting of grades for students taking distance education courses. Graduate Teaching Assistants who post grades should use a system that ensures that FERPA requirements are met. At FSU the learning management system grade book is an example of an acceptable site. Alternate methods for grade posting may include code words or randomly assigned numbers that only the instructor and student know.

Notification of grades via e-mail is not recommended. There is minimal guarantee of confidentiality with email. The institution would be responsible, if an unauthorized third party gained access, in any manner, to a student’s educational record through any electronic transmission method.

In addition, graded assignments and tests may not be left in public places (e.g., outside an office in a basket, inside your office if it is shared space, in the Department Office, in your mailbox). Assignments should be returned to the student in person. It is highly recommended that you use the grading tools that are part of the learning management system to grade student assignments, including using grading rubrics.

Grade Appeals

The purpose of the grade appeals system is to allow an opportunity for an undergraduate or graduate student to appeal a final course grade under certain circumstances. Faculty/instructor judgment of students’ academic performance is part of the grading process and, therefore, should not be overturned except when the student can show that the grade awarded represents

“a gross violation of the instructor’s own specified evaluation (grading) statement and therefore was awarded in an arbitrary, capricious, or discriminatory manner. The evaluation (grading) statement utilized during the grade appeals is the one contained in the instructor’s syllabus at the beginning of the semester.”

The entire policy is found in the *Academic Regulations and Procedures* section of the Florida State University General Bulletin (<http://registrar.fsu.edu/bulletin/undergraduate/>) and on the Office of the Faculty Development website (<http://fda.fsu.edu/Academic-Resources/Academic-Integrity-and-Grievances/Grade-Appeals-System>).

Fairness and Consistency

For exams and quizzes, the following general guidelines can help Graduate Teaching Assistants develop fair and consistent instruments that assess student knowledge based on the objectives of the course*:

- Base the test on the specific skills or competencies that the course promotes.
- Good performance tests specify criteria on which successful performance is judged.
- Define the task as clearly as possible rather than simply alerting students to the fact that their performance is observed or rated.
- Give the same test or same kind of test with each student.
- Use a variety of item types (those that assess knowledge, comprehension, application, and integration).
- Be cautious about the use of test banks; typically the items query unimportant facts and require no more than simple recall.
- Test early - It is helpful to test early in the semester and, if results are poor, consider discounting the first test (or make an overall adjustment to scores to bring them in line with a reasonable class average). Students often need a practice test to understand the format each instructor uses and to anticipate the best way to prepare for and take particular tests.
- Test frequently - Frequent testing helps students avoid getting behind, provides you with multiple sources of information to use in computing the final course grade (thus minimizing the effect of “bad days”), and gives students regular feedback.
- Test in proportion to the emphasis a topic was given in class.
- Show items to colleagues before printing the test.
- Reuse effective test items.
- Do not use a series of questions in which answering successfully depends on knowing the correct answer to a previous item.
- Pilot-test the exam.
- Be aware of the needs of special students (e.g., easiest to read font is Arial 10; smaller font can be problematic; space between item and answers; allow white space for those visually challenged, etc.)
- Bring extra copies of the test to class and pencils, if appropriate.
- Do not interrupt students while they are taking the exam.

* Obtained from Instruction at FSU: A Guide to Teaching & Learning Practices

For written papers, instructors are encouraged to grade using a rubric. Rubrics are guidelines for assessing subjective information such as written assignments. Rubrics may be developed by instructors and given to Graduate Teaching Assistants to maintain fairness and consistency.

Returning Papers and Exams

Papers and exam results should be promptly returned to students (2 weeks max). For written papers, students should have access to viewing the paper and grading rubric utilized to determine the final grade. Instructors may keep the written assignments and ask students to visit during office hours to obtain further information about their grades.

We highly recommend that any written assignments be submitted electronically to the Turnitin feature in the learning management system, as this will provide you with an assessment of plagiarism, but each resulting report must be examined. A Turnitin similarity score of 10% can still be representative of a student's own work or a full paragraph could have been taken from an undocumented source. Therefore, a good rule of thumb is to examine the Turnitin report for any scores over 10%. This can be particularly useful if an assignment is used repeatedly with the same class over time. Any evidence of blatant plagiarism should be considered a violation of the Academic Honesty policy with appropriate disciplinary action taken against the student.

Exam results should be posted on the learning management system site soon after receiving the information. Graduate Teaching Assistants may be asked to take exam results to the Office of Distance Learning located in University Center C. However, a drop-off location for scantron scoring is located in the lobby of Strozier library. Instructors may be notified via email when exam results are ready to be picked up at either location. Instructors may have a Graduate Teaching Assistant pick up their graded exams, but must indicate that on the order form.

Instructors and Graduate Teaching Assistants are discouraged from returning exams, particularly multiple-choice assessments, to the students. Often students will share this information with others, and therefore, grade inflation and cheating can occur. Appointments to view exam results should be offered with the instructor or Graduate Teaching Assistant. This can provide one-on-one time for talking with students about test preparation and coaching them in appropriate study habits. It is also an effective way to identify the source of the content that was misunderstood (i.e., lecture or text), as well as an ability to explain how best to interpret comprehension and applications kinds of questions. Lastly, such meetings are a means to get to know students better and build trust.

Late Papers and Incomplete Grades

The policy for late papers should be outlined in the class syllabus and reinforced by instructors and Graduate Teaching Assistants. Exceptions for late assignments may be granted by the instructor of record on a case-by-case basis; however, concerns regarding equity should guide such decisions, as special treatment can be considered grounds for grade grievance by other students. Graduate Teaching Assistants should not make exceptions for students without first consulting the primary instructor or faculty member.

An Incomplete ("I") grade may be assigned by an instructor or Graduate Teaching Assistant ONLY if a student is passing a course and misses a portion of the course work (e.g., an exam, a course project or assignment, etc.) due an excused absence that cannot be made up until after the semester is over. An "I" grade must be removed in a timely manner by the student completing the portion of the course work missed. Students must complete the work by the instructor's deadline, but no later than the end of the next semester in which they are enrolled. Students should not register for a course in which an "I" grade has been assigned. Failure to complete the requirements of the course in the stated time results in the "I" grade being changed to an "IE" grade, which is calculated as an "F" in the student's GPA. "Incompletes" are not granted to

students who are doing poorly in a class and request more time to do an assignment or prepare for a test or for students who have missed substantial course work regardless of excuse.

VII. Teaching Evaluations

Faculty Mentor Evaluation

As required by the University, all Level 3 or 4 graduate student IORs are evaluated each semester (see Appendix B for Evaluation of Teaching/Learning Process Rating Scale). A member of the Teaching Faculty will be assigned as a faculty mentor to graduate students when they receive their teaching assignments. It is the responsibility of the teaching mentor to be available to student teachers when questions arise and to observe and provide feedback on the graduate student's teaching. The faculty mentor will observe the graduate students' teaching and may request copies of the course syllabus, exams, activities, and grading rubrics in order to provide detailed feedback. A summary of the faculty member's evaluation will be provided to the graduate student, the Graduate Teaching Coordinator, and the Department Chair.

All Graduate students who serve as a Level 1 or 2 TAs are also reviewed every semester by the IOR they are assisting. These evaluations are submitted to and reviewed by the Graduate TA Coordinator and Department Chair and may result in the recommendation that a Graduate TA receives additional training in teaching strategies, or in extreme situations, could result in the Graduate TA losing their assistantship.

SPCI Forms

When graduate students are IOR they are evaluated by students in the course as well. The Student Perception of Courses and Instructors (SPCI) form is the official form used throughout the University for evaluating courses and instructors of record. SPCI forms are administered automatically via the learning management system and therefore are out of the hands of the instructor of record. However, instructors are asked to provide reminders of their students to complete the forms during the evaluation window. Evaluations are reviewed by the Graduate TA Coordinator and Department Chair and may result in the recommendation that a Graduate TA receives additional training in teaching strategies, or in extreme situations, could result in the Graduate TA losing their assistantship. Scores on the SPCI can be used as evidence of effective teaching required by the doctoral student portfolio.

Protocol for Not Meeting Expectations

Throughout the semester, if there is a situation where a Graduate TA is not meeting the expectations set for them, the following procedures should be followed:

- **Step 1: IOR or Teaching Mentor should address the issue directly with the TA.** If the issue is with a graduate student who is serving as a Level 1 or 2 TA, the IOR should meet individually and directly with the TA, clearly state what expectation is not being met, and give the TA the opportunity to correct the issue before it is taken to the next step. If the Graduate student is Level 3 or 4 TA/IOR and is not meeting expectations, then the process will follow the same steps above, except the first conversation will come from the graduate student's teaching mentor.
- **Step 2: Graduate Teaching Coordinator addresses the issue with the TA.** If the issue is not corrected after the IOR meets with the TA, the Graduate Teaching Coordinator should be notified. They will then meet individually with the TA to address the issue and discuss redemptive steps.

- **Step 3: Department Chair meets with TA.** If the issue is still not corrected, the Department Chair should be notified, who will then meet with the TA to address the issue further and discuss whether or not the situation can be resolved within their current assignment, if they should be reassigned, or if their assistantship should be revoked.

VIII. Additional Resources

The Graduate School

The Graduate School at FSU (<http://www.gradstudies.fsu.edu/>) is an important resource for Graduate Teaching Assistants. The Graduate School hosts a graduate student orientation at the start of both the Fall and Spring semesters. The Graduate School also provides a Professional Development Workshop series throughout the year on topics related to instruction as well as research, ethics, and grant writing (<http://www.gradstudies.fsu.edu/professional-development/professional-development-workshops>). Graduate Teaching Assistants may apply for fellowships, scholarships, and other funding through The Graduate School.

Towards the end of a Graduate Teaching Assistant's education, The Graduate School assists in completion of thesis/dissertation documents. Finally, The Graduate School partners with other programs, such as the Program for Instructional Excellence and Preparing Future Faculty, to further support Graduate Teaching Assistants.

Program for Instructional Excellence

The Program for Instructional Excellence (PIE) serves as a teaching resource for Graduate Teaching Assistants and departments, preparing TAs for immediate classroom instruction and also preparing them for teaching careers when they have completed their degrees.

Before the beginning of fall semester, PIE offers a two-day teaching conference for Graduate Teaching Assistants (<http://pie.fsu.edu/>). The PIE Teaching Conference helps to orient TAs to their instructional roles and responsibilities at FSU and introduces them to best teaching practices, policies, and services of the University related to teaching. Because the conference accommodates TAs from all disciplines and with varied teaching responsibilities, it is usually followed by discipline-specific training sessions in individual departments (i.e. FAD5481: College Teaching in Family Sciences). The conference is free to participants.

Additionally, the PIE Teaching Associates Program offers experienced teaching assistants an opportunity to participate in developing teaching improvement programs within their departments. Teaching Associates receive a stipend of \$2000 for the academic year and added to the stipend (and waiver) provided by the student's department.

Preparing Future Faculty

The Preparing Future Faculty (PFF) Program assists FSU doctoral students headed toward academic careers to prepare for their role as faculty. Through participation in coursework, workshops, and mentoring, PFF Fellows provide opportunities for increased awareness of expectations for faculty performance, awareness of resources available to aid in scholarly careers, and experiences that build readiness to address research, teaching, and other demands of the academy. Goals include enhancing the placement of FSU students in university positions and supporting the finest scholarly accomplishments of FSU's graduates in their future careers.

More information regarding the Preparing Future Faculty program can be found at:
<http://www.gradstudies.fsu.edu/Professional-Development/Preparing-Future-Faculty-PFF>.

Other Resources

The following resources provide supplemental information that will benefit Graduate Teaching Assistants.

TA Handbook for teaching at FSU	https://pie.fsu.edu/sites/g/files/imported/storage/original/application/f63bd70572b72475263b6a1b91eb2980.pdf
Teaching Strategies	http://pie.fsu.edu/prepare-teach
Teaching Assistants Mentoring and PIE	http://pie.fsu.edu
Graduate Assistants United Bargaining Agreement	http://hr.fsu.edu/pdf/2015-2018FSU-BOT_GAU_CBA.pdf
FSU Bulletin	http://registrar.fsu.edu/bulletin/

Appendix A - Teaching Tips

➤ **Teaching Tip #1 – Connect with Your Students**

Developing rapport with your students is a key to gaining respect and generating a supportive environment. Particularly in smaller class sections, find a way to learn the name of each student. One way you might do this is to take a picture roster with you to each class. As students come in, speak to them by name, and perhaps ask them a question to help you identify them in the future.

➤ **Teaching Tip #2 – Clear Starts and Finishes**

It is essential that each session begin with a clear AND on-time start and end with a brief summary of what was covered or key points that were made and comments about the upcoming class (to help them anticipate).

- Clear Starts require that you be in class ahead of time to make sure all your materials and equipment are ready to go. Then you can simply say something like, “OK, we’re going to start now,” or some other phrase that fits you and your teaching style.
- Clear Finishes require that you be attentive to the time, leaving 2-3 minutes to bring closure to the session. Often students will “remind” you that the class is ending by beginning to prematurely put their materials in backpacks, etc. Taking control and terminating this behavior is important for facilitating a solid and definitive ending to the class. Sometimes it helps to eliminate this behavior by telling students that each session will end with: (a) a brief summary of the class/key points, (b) important reminders about the next week, and (c) that you will consistently end on time (you must actually do so).

Your task with providing a clear finish is to take a few minutes to do what you promise, and then clearly end things with something like, “OK, we’re done for today” or some other phrase that fits you and your teaching style.

➤ **Teaching Tip #3 – Circle the Wagons**

Sometime classrooms are bigger than needed for the enrollment. If your class size and room design allow for it, rapport and control will be enhanced if you get in the habit of asking students to sit in a smaller area, and you thereby “circle the wagons.” Just say something like, “From now on, I want everyone to sit in this area.” You may have to say this repeatedly and use encouragement, but over time students will comply.

➤ **Teaching Tip #4 – Change the Physical Environment to Change Bad Behavior**

The easiest way to change undesirable behavior is to change the physical arrangement. For example, if a specific group of students is typically disruptive by talking amongst each other, tell them to sit in designated seats which separate them. If students in the back are constantly texting or responding to email on their computers, tell them to sit in the front.

Unless you have established great rapport with the students, such requests need to be handled discretely rather than calling out students for their disruption in front of their peers. Sometimes it is best to share your observation and request for change privately.

➤ **Teaching Tip #5 – Come Early to Set Up**

It is imperative that you arrive to your classroom a few minutes early to make sure that you are centered enough to teach. Arriving early will allow you to get your multimedia prepared (videos downloaded, PowerPoint slides opened, projector on and working properly, and the volume set correctly), handouts ready to pass out, and the attendance roster ready. You demand that your students come to class prepared and on time, so it is important for you to be a good role model of this.

➤ **Teaching Tip #6 – Stick to the Class Rules**

Early on you will create a classroom culture with guidelines and “rules.” You set the tone for the semester within the first couple meetings. If you do not enforce the rules early on, it makes it difficult to tighten down on students when it comes to violations of classroom conduct later in the semester. Thus, be prepared to handle things early on like tardiness (disrupts classroom process), students who interrupt (violates respect to others), turning in assignments late, and rude in-class behavior like internet browsing, cell phones usage, listening to music/podcasts/etc., and sleeping.

➤ **Teaching Tip #7 – Handouts**

Get a feel for your classroom and how best to distribute papers and other materials. Dead time while you pass something out is time that could have been spent learning more material or having more discussion. Put the responsibility on the students to pass out materials, do not feel that you have to do all the work.

Silence during passing is not good. It allows students to lose focus or to start side conversations that are difficult to cut short. If you must pass materials out over a long time, be prepared to explain or talk while doing so as to not lose the attention of the class.

➤ **Teaching Tip #8 – Effective Use of Silence**

Silence is awkward in many settings - especially in small classes. If there is an activity that will require more than a few minutes, think about playing some music in the background so the time does not seem longer than it is. But do not be confused, just because students are working on something, and it is quiet does NOT mean you need to talk during the activity, giving prompts or suggestions, or checking-in on progress without needing to. Do not talk just to fill the silence, unless the class is obviously losing focus or confused. If the students are working fine, there is no need to interject.

Also, do not be afraid of silence when asking for an answer as a form of participation. If you jump in too quickly to save the students from having to answer (and yourself from the awkwardness of the silence), you will reinforce a behavior where students learn they do not need to answer questions you pose because you will eventually do it yourself. Be prepared to wait for an answer, or if a minute or two have passed, rephrase the question or see what needs clarification.

➤ Teaching Tip #9 – Group Work

Breaking into groups can be a great way to get students to work together and learn from each other. It can also be a time when friends chat, make weekend plans, and ignore the activity at hand. With that in mind, you should not consistently allow students to select their own groups. There are many different ways to divide into groups, such as:

- The people closest to you (easiest but often least productive)
- Assign numbers and make students move into those groups
- Alphabetical
- Birth month
- Similar characteristic or favorite thing (color, pizza topping, etc.)

➤ Teaching Tip #10 – What Type of Question is Needed

Closed-ended questions are most appropriate when you, as the instructor, want to check whether the students have learned or remembered specific information, or to get or keep their attention. However, they limit participation and typically do not require critical thinking. If an instructor wishes to encourage student involvement and more critical thinking, open-ended questions are best, because they demand a more complex student response. Open-ended questions also increase periods of silence, but just wait them out.

What are some things that you can do when asked a question by a student, other than directly answering it?

- Repeat the question, paraphrasing it. This serves two purposes: it ensures that the entire class hears the question. More importantly, it lets the questioner check your understanding of his or her question.
- Redirect the question. You might ask another student (one who might know the answer) to respond. Or you might redirect the question to the class in general, asking for an answer or comment, or an elaboration upon the issue.
- Ask probing questions. You might respond to the student's question by directing their attention to a particular aspect of the issue they have raised, or drawing their attention to some previously learned course material that is relevant to answering the question or by going beyond what the student has said in some way.
- Promote a discussion among the students. The three previous suggestions usually involve communication between two people, typically the instructor and one student, with the rest of the class simply listening. It may be that you want to involve the majority of students in trying to answer some questions, such as when there is considerable difference of opinion about the answer.

Often, there is a temptation to ask multiple questions, all one right after another, to make the point of the question clearer. The more effective way to present a question to the class that will elicit the answers you need is to think of a clear and concise way to state the question before asking it. The more questions you string together, the more likely it is your question gets farther from your original intent. Students will also have a harder time tracking multiple questions and be unsure how to answer.

It can be effective to begin the class with a general review of the key points/concepts from the prior class. To assess true comprehension of the material, ask, "Who can give me an

example of...?” This moves beyond simple recall and demands more critical thinking and understanding.

➤ **Teaching Tip #11 – Positive Feedback**

When students provide you with an answer that is correct or shows good insight, it is important to praise the students for sharing. It can be as simple as an “excellent answer,” “good thought,” or “good attempt.” The more you can provide positive feedback to the students, the more likely they will continue to share and that other students will be encouraged to share as well.

When a student’s answer is wrong or needs correction, you should do so. Saying, “That’s close, but not quite it; who can help here?” encourages and corrects.

➤ **Teaching Tip #12 – Clear Instructions are Essential**

When giving students assignments or instructions for activities, it is essential that the description of the activity’s outcome and desired results are made clear. Whenever possible, you should put the instructions on a PowerPoint or whiteboard to allow for students to refer back to it as needed. The instructions should also have clear goals that the students need to produce by the time the activity or assignment is done, but too many instructions can be problematic.

- Problematic example: “Make sure you go over the scenarios and create your own examples.”
- Good example: “Read each scenario once. Write down the good and the bad examples for each scenario. Create two scenarios of your own, one explaining the good way and one explaining the bad way. Be prepared to share these with the class. (Then reinforce this by writing on the board by presenting them with number (e.g., 1. Read each scenario once).

➤ **Teaching Tip #13 – Go with the Flow**

Good teaching is about being completely prepared while being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. If students are engaging in a solid and productive discussion or activity that is taking the subject matter deeper or applying it at a higher level, be prepared to go there with them and let your lecture/plan be flexible.

➤ **Teaching Tip #14 – Share Yourself, But Not Too Much**

To connect with your students, it is often useful and appropriate to share personal stories or examples. A good sense of humor and being able to joke with your students can also be a major rapport builder, which will allow students to buy-in to the work you are asking them to do. However, there is a fine line between sharing to build rapport and over-sharing for a variety of reasons.

Your personal sharing should be short, extremely relevant to the topic at hand, and be the exception and not the norm.

➤ **Teaching Tip #15 – Stay on Top of Grades**

Keep students informed about their progress throughout the term. For each paper, assignment, midterm, or project that you grade, give students a sense of what their score means. Show the range and distribution of scores and indicate what level of performance is satisfactory. Such information can motivate students to improve, if they are doing poorly, or to maintain their performance, if they are doing well. By keeping students informed throughout the term, you also prevent unpleasant surprises at the end of the semester.

For some students, grades are also a sign of approval or disapproval; they take them extremely personally and often believe that effort should be awarded by high grades. Because of the importance of grades, you should communicate to students a clear rationale and policy on grading. If you devise clear guidelines from which to assess performance, you will find the grading process more efficient, and the essential function of grades -- communicating the student's level of knowledge -- will be easier. Also, if you grade carefully and consistently, you can reduce the number of students who complain and ask you to defend a grade. In written work, it is essential to provide students feedback on their writing skills also, as these make a difference the clarity with which they express their ideas.

Staying on top of grades is essential to keeping good records of student work, as well as showing them you value the assignments you give them. Also, if grades are not given in a timely manner, students may not be able to make adjustments necessary to achieve the grade they wish to earn.

➤ **Teaching Tip #16 – Seek Out Feedback**

Encourage your students to give you feedback on your teaching. Passing out index cards midway through the semester and asking students one thing that they would like to see more of or less of or one thing that they like or would like to see changed is a simple and informal way to assess your effort. There are more standardized measures that can be used to gain student feedback provided by the university. However, as a new instructor it can be disheartening to ask for feedback on every assignment, test, etc., especially when done publically in the class. Take care to do this with much forethought.

Another alternative is to ask students to grade you in one or two areas of your teaching. Students appreciate being asked, listen to what they have to say and try to incorporate their reasonable responses. Ask them to provide both the positive and the areas for improvement.

➤ **Teaching Tip # 17 - Make It Visual**

Provide students with a "visual aid" whenever possible to reinforce concepts. A significant proportion of today's students are visual learners. This is especially important if your class includes a lot of lecture without PowerPoint or notes or is mainly comprised of discussion. For the important concepts to be retained, students must learn them in a variety of forms, not just hearing it said or saying it themselves. They should be writing it down or reading it on the board or Power Point as well.

➤ **Teaching Tip # 18 - Teach Them How to Be Successful in Class**

Some students are unprepared for college, and they have not been challenged to think critically in high school. Coaching students regarding how best to prepare to be successful in a class is a responsibility of the instructor. This might include discussing your expectations for notetaking and preparations for class, exams, and "hints" for performing well on written assignments. Students may underestimate the amount of time it will require from them to perform well. The University assumes that for each hour in class, 3 hours of preparation and study are expected outside of class. Sharing this with students can assist them in developing realistic time-management expectations.

➤ **Teaching Tip #19 – Don't Feel Obligated to Do Everything**

Students often expect to be given copies of PowerPoint presentations and study guides for their use. This is the prerogative of the instructor, and not all do so. Keep in mind:

- Once PowerPoints are shared, they are no longer the intellectual property of the instructor.
- Students are creative, and it is not uncommon for students to sell study guides and/or class notes to their peers.

Appendix B – Departmental Teaching Evaluation Form

**The Department of Human Development and Family Science
Rating Scale for Evaluation of Teaching/Learning Process**

Instructor Being Reviewed _____ Course Evaluated _____

Reviewer _____ Date(s) of Review _____

O=Outstanding
S=Satisfactory

VG=Very Good
P=Poor

G=Good
NA=No Opportunity to Observe

	O	VG	G	S	P	NA
I. Subject Matter Competence (based on review of course information provided)						
Content is accurate, up to date						
Course objectives are relevant						
Content is presented in a logical sequence						
Teaching materials used (test, handouts, AV media, etc...) are consistent with course goals						
Assignments and other evaluation techniques seem appropriate						
Course requirements are based on high standards for student's achievement						
II. Human Relations (based on classroom and/or out-of-class observation of teacher/student interaction)						
The teacher treats students with respect						
The teacher seems approachable						
The teacher gives positive feedback (when appropriate)						
The teacher is patient and tolerant						

	O	VG	G	S	P	NA
III. Quality of Presentation (based on classroom observation)						
The lesson was well organized						
The teacher seemed enthusiastic						
The level of presentation seemed appropriate for students						
Students seemed attentive and interested						
Teaching method(s) used seemed appropriate for the situation						
Teaching materials used seemed appropriate and effective						
Presentation helped students learn material						
Content was explained clearly						
The teacher used effective communication skills						
Class time was used effectively						
Questions were thought provoking and clearly phrased						
The teacher was responsive to student questions and/or suggestions (as appropriate)						
A positive learning environment was established and maintained						

Additional Comments (Use additional page, if necessary)

Reviewer's Signature

Date

Evaluated Instructor's signature