**Rhys Thomas Institute**

**Performance Evaluations**

**Teacher Evaluation Questions**

**Key Considerations:**

**How to get asked back next year!**

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| 1. Program Support
2. Teacher support
3. Dealing with Students
 | 1. Responding to Homework
2. Administrative Tasks
 | 1. Attendance
2. Interpersonal
 |

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| --- | --- | --- | --- | --- | --- |
| **TEACHER NAME:** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Not Applicable** |
| The Teacher gives timely, thoughtful and relevant feedback to TAs. |  |  |  |  |  |
| The Teacher shares important student dynamics with TAs promptly. |  |  |  |  |  |
| The Teacher responds to TAs individually and in groups in a supportive and facilitative way. |  |  |  |  |  |
| The Teacher seeks support and feedback about their performance from the TA. |  |  |  |  |  |
| The Teacher is knowledgeable about the material. |  |  |  |  |  |
| The Teacher addresses issues related to the classroom with TAs. |  |  |  |  |  |
| The Teacher is willing to help the TA. |  |  |  |  |  |
| The Teacher supports and makes accommodation for technology hiccups. |  |  |  |  |  |
| The Teacher is technologically adept enough to manage course load. |  |  |  |  |  |
| The Teacher is creative in proposing additional ways to support classroom dynamics, student development, classroom exercises, and/or administrative tasks. |  |  |  |  |  |
| The Teacher demonstrates leadership or initiative. |  |  |  |  |  |
| The Teacher provides TAs effective leadership, support and needed counseling/training. |  |  |  |  |  |
| The Teacher is adept at managing the classroom. |  |  |  |  |  |
| The Teacher keeps a handle on administrative components of the program. |  |  |  |  |  |

**Teacher Evaluation Questions (con’t)**

Type your answers in the boxes below (they will expand as needed):

**What is the Teacher’s greatest strength?**

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**What one thing would you like the Teacher to improve or change most?**

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**Any other comments or suggestions?**

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