

# DEPARTMENT OF ROMANCE STUDIES

## TA Performance Report

### FALL 2012

The **TA Performance Report** is an essential tool to help the department assess graduate student eligibility for continued TAsip support, as well as range for future teaching assignments.

Please complete one report per TA you coordinate or supervise using this form.

Submit your report/s to **Cal Hile** electronically (clh2), or in hard copy (ML 306) no later than **Thursday, March 15, 2012**.

<b>INSTRUCTOR</b>		Diana GARVIN		<b>SUPERVISOR</b>		K.E. von WITTELSBACH				
<b>COURSE</b>	Italian 1210		<b>SEMESTER</b>	Fall		<b>YEAR</b>	2012			
S= Satisfactory N= Needs improvement U= Unsatisfactory NA= Not Applicable										
						RATING:	S	N	U	NA
PRE-SEMESTER MEETING	- ATTENDANCE					x				
	- PUNCTUALITY					x				
	- PARTICIPATION					x				
	- COLLEGIAL COMPORTMENT					x				
CLASS	- PUNCTUALITY					x				
	- EVIDENCE OF PREPAREDNESS BEFORE CLASS					x				
	- PRODUCTION OF SUITABLE ACTIVITIES FOR CLASS					x				
	- USE OF TARGET LANGUAGE IN CLASS					x				
	- CORRECTS HOMEWORK AND TESTS THOROUGHLY					x				
	- RETURNS HOMEWORK AND TESTS IN TIMELY MANNER					x				
STAFF MEETINGS	- ATTENDANCE					x				
	- PUNCTUALITY					x				
	- PREPAREDNESS					x				
	- PARTICIPATION					x				
	- COLLEGIAL COMPORTMENT					x				
OFFICE HOURS	- HOLDS DEPENDABLY 2 OFFICE HOURS IN OFFICE					x				
	- PROFESSIONAL BEHAVIOR					x				
	- CONSIDERATION FOR OFFICEMATES					x				
RAPPORT WITH COORDINATOR	- COOPERATIVE					x				
	- RESPONSIVE					x				
	- OPEN TO CONSTRUCTIVE CRITICISM					x				
	- PROVIDES REQUESTED MATERIALS PROMPTLY					x				
RAPPORT WITH PEERS	- COLLEGIAL					x				
	- COLLABORATIVE SHARING OF IDEAS					x				
	- OPEN TO CONSTRUCTIVE CRITICISM					x				

1. Performance Assessment Comments

**Demonstrated superior ability to motivate students for language learning. Energetic and creative instructor, not afraid to challenge both herself and her students. Highly innovative and responsive member of the 1210 teaching team; creative and well-considered range of teaching materials, made readily available to other instructors in the course. Provides valuable help to fellow T.A.s and the course coordinator in expanding the range of daily activities and in critically reflecting on different ways on optimizing student performance.**

2. Teaching Performance Comments

**(Please see 3.)**

3. Classroom Observation Comments

**Varied class activities and dynamic teaching pace. Ability closely to follow all students, throughout the class period, and to engage them equally. Distinguished consistent ability to engage students in spontaneous, but guided and monitored exchange. Productive and well thought-out lesson plan and accompanying activities. Able to create great enthusiasm for language activities among students of varied language abilities and learning styles.**

4. Recommendation for future teaching assignments. Please indicate the courses you recommend the TA to teach based on current language proficiency, experience, and teaching performance:

	FALL	SPRING
1210-1220	x	x
1230	x	x
2090	x	x
2190		
Literature courses	x	x
Freshman Writing Seminars	x	x

**These recommendations do not constitute any guarantee, given that teaching assignments are limited by the availability of courses and/or the needs of the Department. Decisions are reached after close consultation with language coordinators, members of the faculty, the Associate Chair, and the Director of Graduate Studies.**