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MEMORANDUM NO. OVCAA-BMP 16-150

TO : ALL DEANS, DIRECTORS, HEADS OF ACADEMIC UNITS
ALL INSTITUTE DIRECTORS AND DEPARTMENT CHAIRS
ALL COLLEGE SECRETARIES



FROM : BENITO M. PACHECO, Ph.D. ✕
Vice-Chancellor for Academic Affairs

SUBJECT : Evaluation of Teaching Performance of Teaching Associates and
Teaching Fellows

DATE : 29 April 2016

Please find enclosed the guidelines for the evaluation of the teaching performance of Teaching Associates and Teaching Fellows.

The Evaluation Form to be used contains a subset of items drawn from the Student Evaluation of Teaching (SET) instrument. The form will be administered and processed manually, the procedures for which are detailed in the enclosed guidelines. The administration of the Evaluation Form for TAs/TFs should coincide with the period for SET answering. For this semester, the SET answering period is from 28 April to 19 May 2016.

May we reiterate that the T/TF teaching evaluation is one of the requirements for the renewal of the TAs'/TFs' fellowship.

For questions and clarifications regarding the evaluation procedures, please contact the Office for the Advancement of Teaching (formerly the Office of the Director of Instruction or ODI) at VOIP 2562.

Thank you.

GUIDELINES FOR THE EVALUATION OF TEACHING ASSOCIATES/TEACHING FELLOWS

General Guidelines

1. The Office of the College Secretary (OCS) will oversee the tasks pertaining to the evaluation of the teaching performance of Teaching Associates and Teaching Fellows (TAs/TFs). Thus, the OCS is also the custodian of the TA/TF evaluation forms and reports.
2. The Evaluation Form for TAs/TFs should be administered by a University Research Associate (URA) or a member of the administrative staff under the supervision of the Secretary of the College.
3. The evaluation form should be administered on the same period of online SET answering, i.e., within the last three weeks of the semester, or on the last week of the Midyear term.
4. The TA/TF being rated should NOT be present while the students fill out the form.
5. The evaluation data should be treated as confidential information. Access to these can be authorized only by the Dean, Secretary of the College, or Department Chair/Institute Director.
6. Collation of the evaluation forms, as well as data processing, collation and analysis, should be done under the supervision of the Secretary of the College.

Sampling of Courses and Students

1. Sampling of courses shall be done as follows:
 - 1.1. If a TA/TF assists in more than one course, all courses will be included in the evaluation.
 - 1.2. If a TA/TF assists in more than one section of the same course, one section of that course could be randomly selected for the evaluation. Colleges/units may also opt to administer the evaluation in all sections where the TA/TF is involved.
2. Sampling of students who will answer the evaluation form shall be done as follows:
 - 2.1. For small classes (20 students or less), all students will answer the evaluation form.
 - 2.2. For big classes (more than 20 students), a 50 percent sample of the students will be selected by the URA or administrative staff administering the evaluation form.

To simplify the sampling process, the URA starts from a random student and asks the students to count off "1, 2, 1, 2, ..." following a path around the room. To decide which students will answer the evaluation form, the URA/admin staff will toss a coin. If the coin turns up heads, the 1's will be asked to stay in the room and answer the evaluation form; the 2's will be asked to leave the room. If the coin turns up tails, the 2's will answer the form and the 1's will leave the room.

Method of Administration of the Evaluation Form

1. The College, through the OCS, announces the inclusive dates for the administration of the TA/TF evaluation form and selects the URA/staff who will administer the evaluation form.
2. The URA/staff administering the form should check with the teacher handling course where the TA/TF is assisting to make sure that the class will meet on the target date of the administration of the form. In no case should the visit of the URA/staff to the class be a surprise to the teacher.
3. On the scheduled date/time, the URA/staff goes to the room where the class meets within the last 30 minutes of the class schedule. The URA/staff gives the teacher time to put a proper closure to the activity going on. The teacher then introduces the URA/staff to the class before s/he (teacher) leaves the room.
 - 3.1. After the introduction, the URA/staff says:

Good morning/afternoon/evening, class. Today you will be answering a questionnaire called the Evaluation Form for Teaching Associates and Teaching Fellows. The TA/TF for your class is (name of TA/TF), and s/he is

the one you should think of when you are answering the evaluation form. For the evaluation of (name of teacher), you still have to go online, to the CRS, and fill up the SET.

The aim of the evaluation form is to help the TA/TF and the college/unit assess how well s/he has done in her/his role as a teaching associate/teaching fellow for your course. Thus, you are requested to give your candid and honest answers to the items listed in the evaluation form.

If the form will be filled up by a sample of students, the URA/staff continues as follows: *Please count off "1, 2, 1, 2 ...," starting from you (URA/staff randomly selects one student to start the count off).*

When all have counted off, s/he says: *We will toss a coin to see who will answer the form. If the coin turns up heads, the 1's will answer it; if tails, the 2's will do it.*

URA/staff tosses the coin. If it turns up tails, s/he says: *The 2's will stay and fill out the form. All 1's please pick up your things and quietly leave the room. If the coin turns up heads, s/he says the opposite.*

3.2. The URA/staff waits and makes sure that everything is in order. Then s/he says to the students:

Any questions?

I will now distribute copies of the form. It is a one-page instrument, so it will take you only 10 minutes or less to answer it.

You will start answering at the same time. I will give the signal when you may start answering.

Please give the form back to me after you have finished answering it.

URA/staff distributes the copies of the form. After all copies have been distributed, s/he gives the signal to start answering.

3.3. As soon as the students finish, or after 10 minutes, the URA/staff collects the forms. For forms submitted early, the URA/staff should go through the items in the form to make sure that the student concerned answered all the items.

The URA/staff thanks the students for the time they gave to answer the form. When the 10-minute allotment for answering the form has passed, the URA/staff dismisses the class.

4. The URA/staff places all accomplished forms in an envelope, seals the envelope, and hands it over to the College Secretary.

Encoding, Scoring, and Analysis

1. A URA/staff, to be supervised by the College Secretary, should be assigned to encode the data. Responses to Questions 1 – 17 and 20 should be encoded. Responses to the open-ended questions (Qs 18 and 19) should be collated for each TA/TF.
2. For uniformity and expediency, **Excel software** should be used for encoding.
3. Responses to Qs 1 – 17 (**except for Qs 2, 5, 8, 13, and 15**) are to be coded as follows:

| | | |
|------------------------|---|------------------|
| Strongly Agree (SA) | - | 1 |
| Agree (A) | - | 2 |
| Disagree (D) | - | 3 |
| Strongly Disagree (SD) | - | 4 |
| Not Applicable (NA) | - | leave cell blank |

For Qs 2, 5, 8, 13, and 15 – which are negatively-oriented items, the reverse scoring scheme applies, i.e., 5 for "Strongly Agree" and 1 for "Strongly Disagree".

Responses to Q20 should be encoded as: 1 = Yes, 2 = Not sure, and 3 = No.

- For Qs 1 – 17, the mean score per item/question should be computed, still using the Excel software. (Note: Excel automatically excludes blank cells in the computation of the mean scores. This is why it is important to leave a particular cell **blank** when a respondent ticks “NA” as his/her response to an item/question.)

The overall mean rating (i.e., the mean of all item mean scores) for the TA should also be computed.

- The frequency distribution of responses to all questions should be obtained.
- After encoding, the forms should be returned to the College Secretary for safekeeping.

Reporting

- A URA/staff, under the supervision of the College Secretary, should be assigned to prepare a summary report for each course evaluated.
- The summary report should follow the format given below. (NOTE: In the “SA” to “NA” columns, enter the number of respondents who gave a particular rating to the TA/TF. In the “Mean” column, enter the TA’s/TF’s mean rating for a particular item.)

Part I

| | | | | | | |
|--|-----------|----------|------------|-----------|--------------------|-------------|
| Name of Teaching Associate/Teaching Fellow: | | | | | | |
| Course and Section: | | | | | | |
| Days/Time: | | | | | | |
| Number of respondents: | | | | | | |
| <i>The TA/TF assigned to this course...</i> | <i>SA</i> | <i>A</i> | <i>D</i> | <i>SD</i> | <i>NA</i> | <i>Mean</i> |
| 1. Presents the subject matter clearly and systematically | | | | | | |
| 2. Comes to class unprepared for the lesson | | | | | | |
| 3. Relates the course to other fields and current issues/concerns | | | | | | |
| 4. Fosters a stimulating atmosphere which encourages students to participate in class discussions/activities | | | | | | |
| 5. Does not encourage students to do their best | | | | | | |
| 6. Speaks clearly and audibly | | | | | | |
| 7. Uses appropriate teaching techniques | | | | | | |
| 8. Does not respect students’ ideas and viewpoints | | | | | | |
| 9. Explains concepts again when he/she notes that the concepts are not well understood | | | | | | |
| 10. Identifies and stresses important points | | | | | | |
| 11. Gives constructive criticism of students' works | | | | | | |
| 12. Is firm and consistent, strict but reasonable in disciplining students | | | | | | |
| 13. Does not invite questions from students | | | | | | |
| 14. Treats students tactfully; does not embarrass them | | | | | | |
| 15. Does not invite respect through behavior and general appearance | | | | | | |
| 16. Answers students' questions adequately | | | | | | |
| 17. Is able to make students comprehend and appreciate complex ideas | | | | | | |
| OVERALL MEAN RATING | | | | | (enter value here) | |
| 20. The TA could be hired as a full-time faculty member | Yes = | | Not sure = | | No = | |

Part II

1. The strong points of the Teaching Associate/Teaching Fellow

(list strong points)

2. The areas for improvement of the Teaching Associate/Teaching Fellow

(list areas for improvement)

Report prepared by:

(name of URA/staff)

Date:

(date when report was prepared)

3. The following should be provided a copy each of the summary reports:

The TA/TF evaluated (only for the course/s that s/he handles)

The department chair/institute director

The College Secretary

The Dean/Head of Unit

OVCAA Diliman

Office for the Advancement of Teaching (formerly ODI) Diliman

4. The summary report/s should be among the documents to be submitted when applying for the renewal of the TA's/TF's appointment.

For questions/clarifications regarding these guidelines, please email the Office for the Advancement of Teaching (formerly the Office of the Director for Instruction) at ovcaa.odidiliman@up.edu.ph or call VOIP 2562.

EVALUATION FORM FOR TEACHING ASSOCIATES/TEACHING FELLOWS

To the student:

This form is intended to evaluate the performance of the **Teaching Associate (TA)/Teaching Fellow (TF)** for your course. For the evaluation of the teacher/professor handling the course, you will still use the online SET form.

| | |
|----------------|-----------|
| Name of TA/TF: | Subject: |
| College/Unit: | Day/Time: |

Please rate the TA/TF on each of the items listed below. Select one of the following to indicate your answers (check the column corresponding to your answer):

SA – Strongly Agree A – Agree D – Disagree SD – Strongly Disagree NA – Not applicable

The TA/TF assigned to our class:

| Question | SA | A | D | SD | NA |
|--|----|---|---|----|----|
| 1. Presents the subject matter clearly and systematically | | | | | |
| 2. Comes to class unprepared for the lesson | | | | | |
| 3. Relates the course to other fields and current issues/concerns | | | | | |
| 4. Fosters a stimulating atmosphere which encourages students to participate in class discussions/activities | | | | | |
| 5. Does not encourage students to do their best | | | | | |
| 6. Speaks clearly and audibly | | | | | |
| 7. Uses appropriate teaching techniques | | | | | |
| 8. Does not respect students' ideas and viewpoints | | | | | |
| 9. Explains concepts again when he/she notes that the concepts are not well understood | | | | | |
| 10. Identifies and stresses important points | | | | | |
| 11. Gives constructive criticism of students' works | | | | | |
| 12. Is firm and consistent, strict but reasonable in disciplining students | | | | | |
| 13. Does not invite questions from students | | | | | |
| 14. Treats students tactfully; does not embarrass them | | | | | |
| 15. Does not invite respect through behavior and general appearance | | | | | |
| 16. Answers students' questions adequately | | | | | |
| 17. Is able to make students comprehend and appreciate complex ideas | | | | | |

18. What are the strong points of the TA/TF?

19. What are his/her areas for improvement?

20. Do you think the TA/TF could be hired as a full-time faculty member of the college/unit where s/he is now based? (check one)

| | | |
|---------|--------------|--------|
| () Yes | () Not sure | () No |
|---------|--------------|--------|

Thank you very much!