

CENTRE FOR TEACHING SUPPORT & INNOVATION

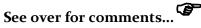
NAME of TEACHER:

NAME of OBSERVER:

DATE:

## TEACHING ASSISTANTS' TRAINING PROGRAM (TATP) PEER FEEDBACK FORM MICROTEACHING II: Polishing Your Teaching Style

	check all that apply – leave blank if not applicable		
Lesson Topic:	Needs work	Good	Excellent
Lesson Organisation			
INTRODUCTION - introduction promotes interest, orients students to topic			
OVERVIEW & OBJECTIVES - overview of lesson is clear, learning objectives are identified			
PRIOR KNOWLEDGE - checks prior knowledge of students			
BODY - lesson highlights main ideas, with clear transitions between topics			
INTERNAL SUMMARY - uses planned repetition of key points			
PACING - lesson is paced appropriately (not too slow, information identified in introduction is covered, nothing feels too rushed)			
CONTENT - content of lesson is targeted to the audience (material is not too advanced;			
terminology is explained; exercises or activities are appropriately modeled)			
CONCLUSION - indicates conclusions and provides review at the end			
Presentation Skills			
VOICE PRODUCTION - voice pitch and volume clear, with appropriate expression and variety in modulation			
ENERGY LEVEL - shows enthusiasm through facial and physical expression			
PHYSICAL MOVEMENT - nonverbal gestures enhance the lesson (and are non-			
distracting); moves appropriately during lesson to interact with audience or emphasize			
important points			
VERBAL PACING - rhythm of speech is steady			
DELIVERY - extemporaneous delivery (no reading off notes or slides)			
EYE CONTACT - maintains sufficient and appropriate eye contact with audience			
Interaction with Students			
GENERATES QUESTIONS - initial questions encourage audience participation			
QUALITY OF QUESTIONS - questions asked at a variety of levels of complexity			
RESPONSE TIME - waits sufficient amount of time for audience answers			
ACTIVE LISTENING - listens actively to audience comments/questions			
QUALITY OF RESPONSES - responds adequately to audience comments/questions			
DISCUSSION MANAGMENT (1) - provides positive reinforcement for student comments/questions			
DISCUSSION MANAGEMENT (2) - redirects student comments/questions if incorrect or inappropriate			
USE OF EXAMPLES - examples used are concrete and relate to students' interests and/or level of understanding			
Supporting Materials/Teaching Aids			
HANDOUTS - handouts pertinent and easy to follow; value is clearly explained			
VISUAL AIDS - visual aids used effectively (blackboard, PowerPoint, overhead, flip chart, video clips, etc.)			
video clips, etc.) BOARD WORK - diagrams/equations/exercises are clearly written on board			
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## Teaching Assistants' Training Program (TATP)

## MICROTEACHING II COMMENTS

What I liked most about this lesson:

What I learned from this lesson:

Strategies for improvement: