

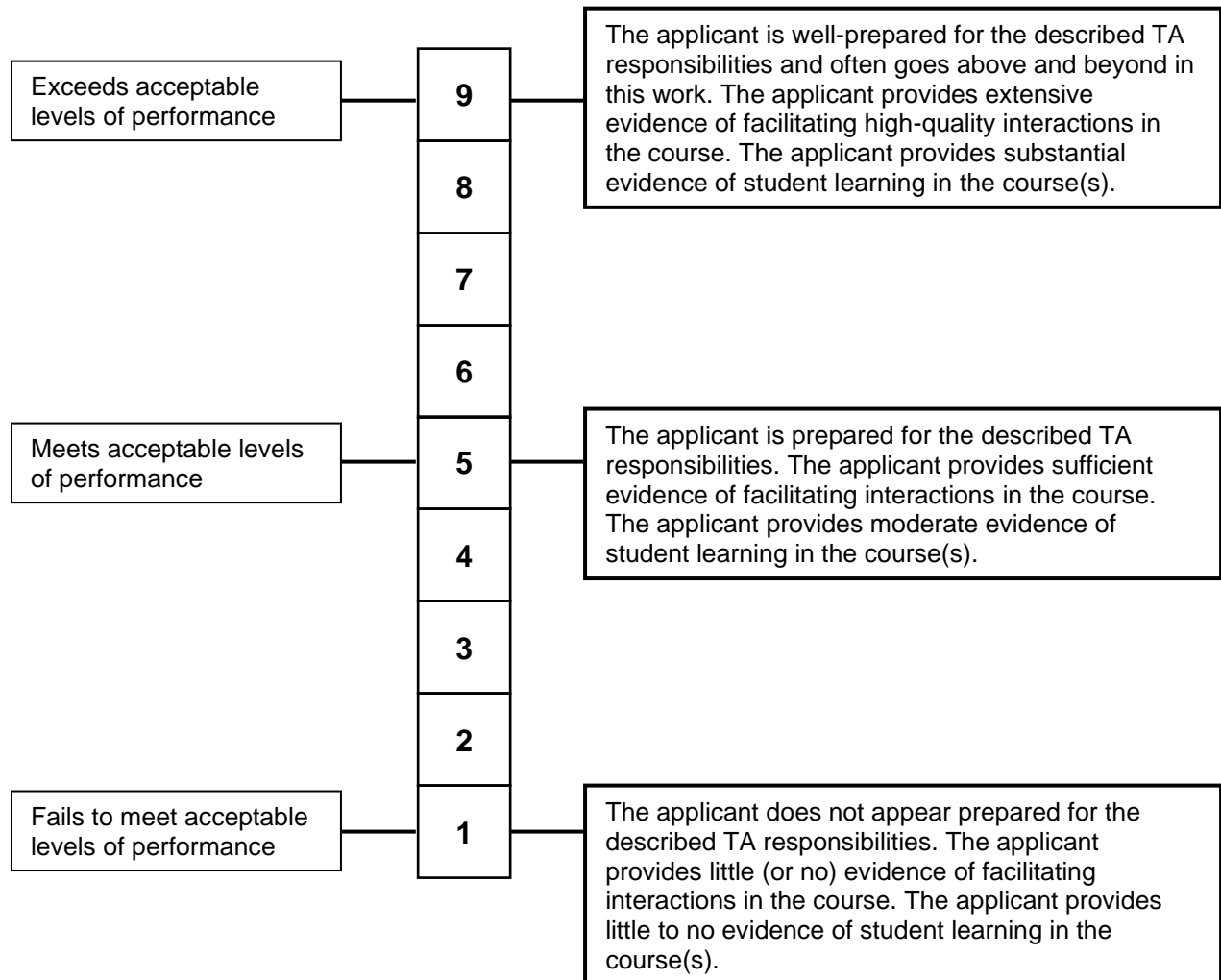


Curriculum Vitae

Exceeds acceptable levels of performance	9	The applicant clearly highlighted numerous teaching activities in the curriculum vitae. The applicant described these teaching responsibilities in extensive detail.
	8	
	7	
Meets acceptable levels of performance	6	The applicant highlighted several teaching activities in the curriculum vitae. The applicant described some of these teaching responsibilities.
	5	
	4	
Fails to meet acceptable levels of performance	3	The applicant highlighted few (or no) teaching activities in the curriculum vitae. The applicant failed to describe any teaching responsibilities.
	2	
	1	

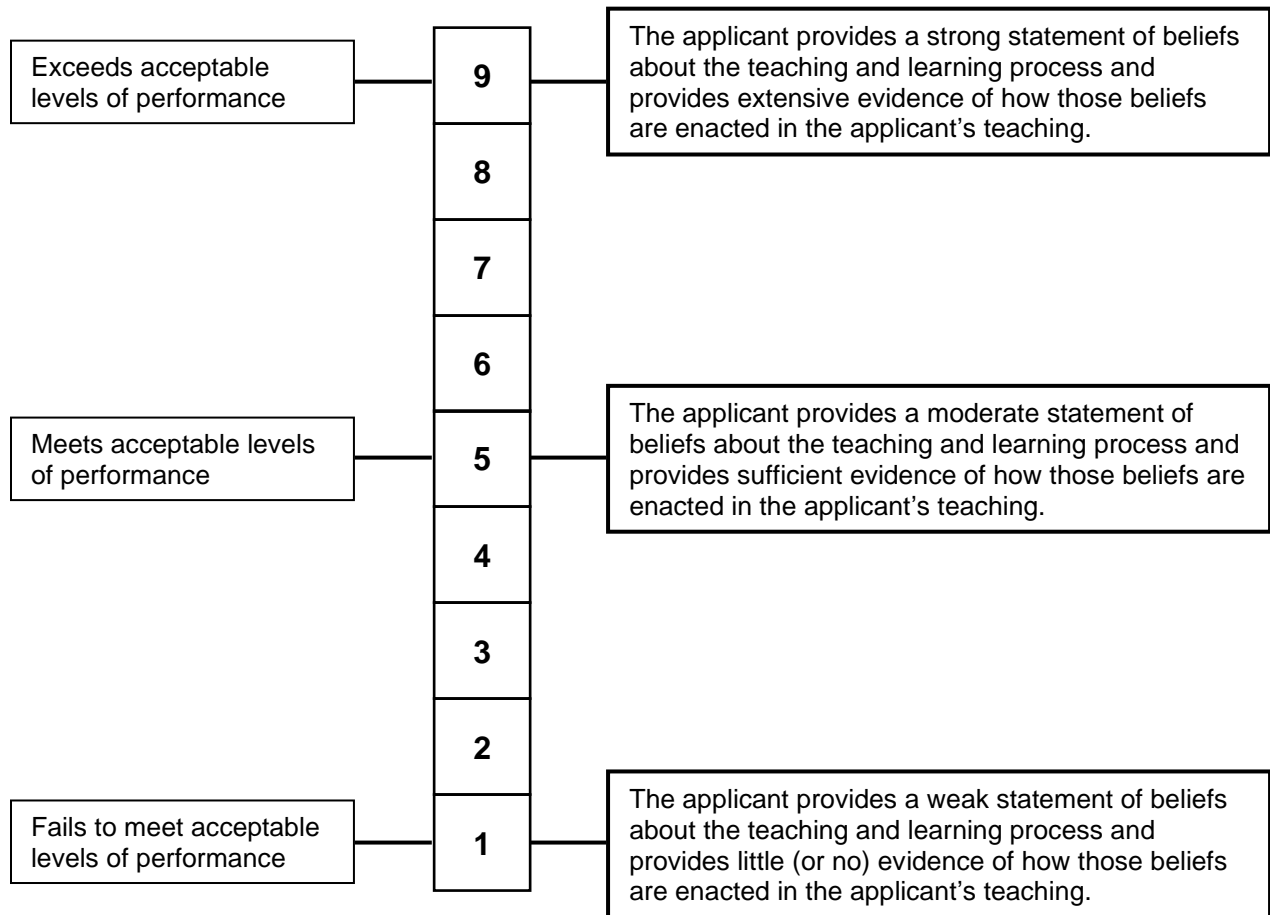


Teaching Effectiveness



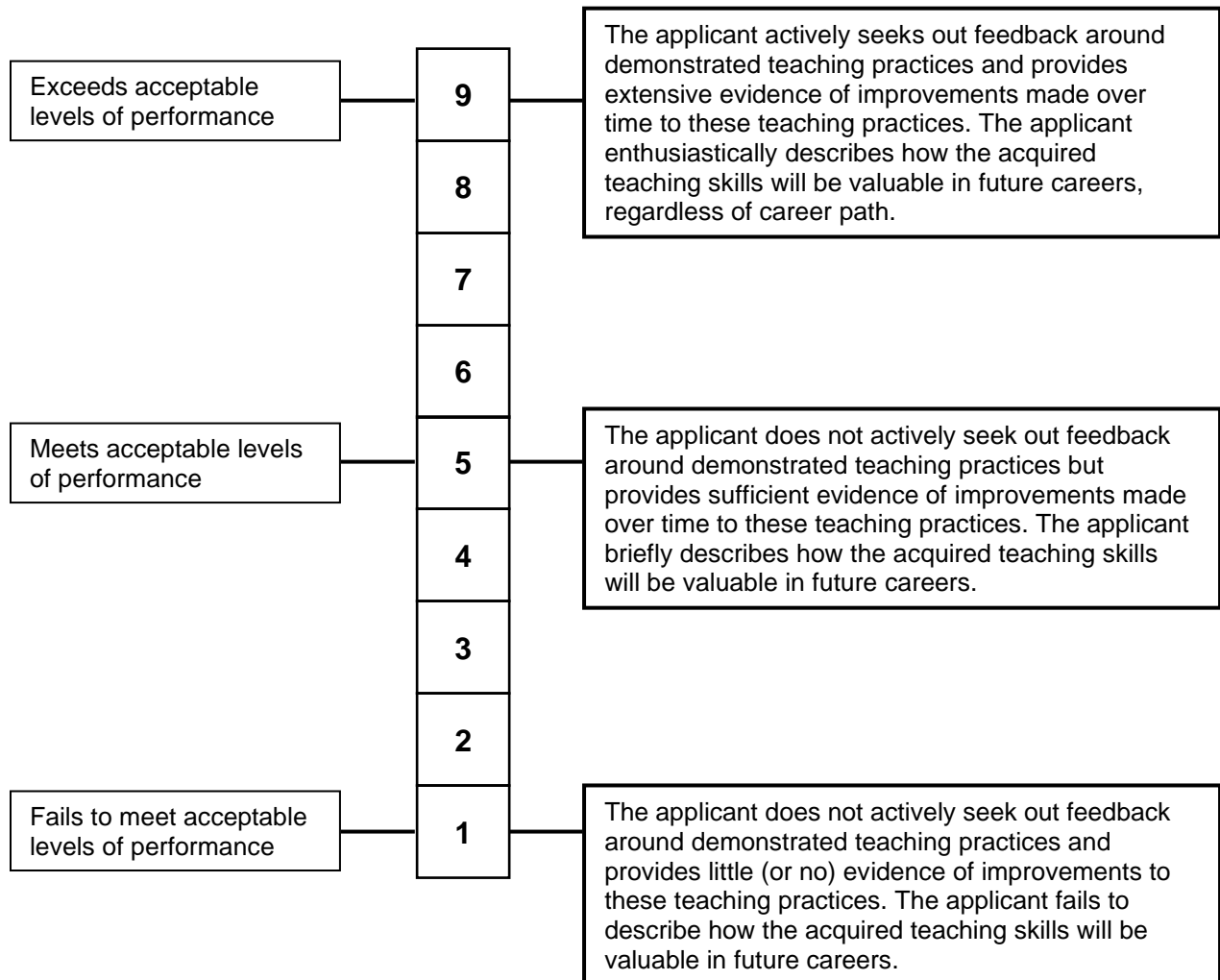


Beliefs About Teaching





Reflectiveness



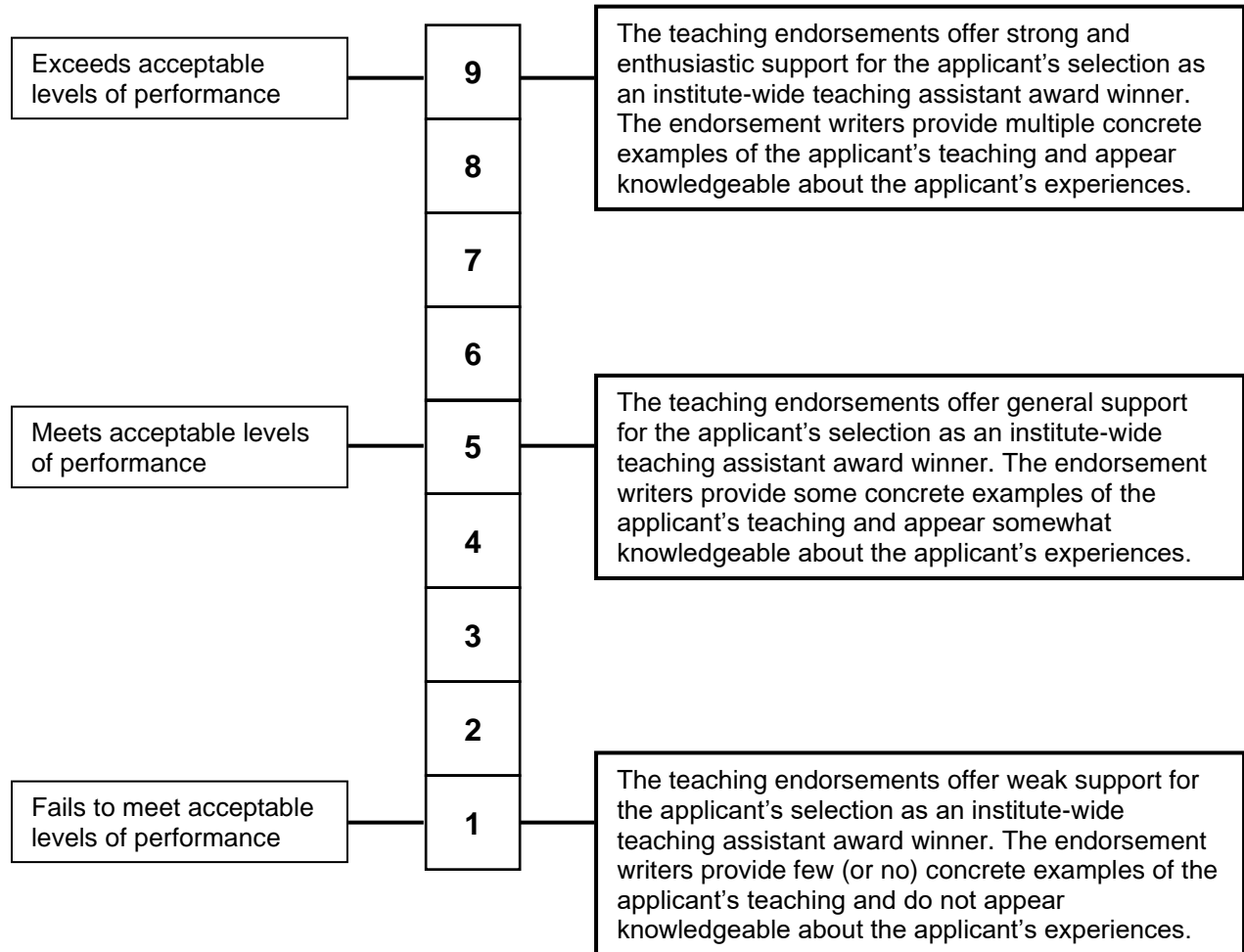


Writing Ability

Exceeds acceptable levels of performance	9	The applicant wrote a well-written document that is well-organized, logically structured, and has no spelling, punctuation, and grammatical errors. The document is easy to read, interesting, insightful, and allows the reader to follow provided ideas clearly.
	8	
	7	
Meets acceptable levels of performance	6	The applicant wrote an organized and structured document. The document contains few spelling, punctuation, and grammatical errors. The document is somewhat easy to read and allows the reader to follow provided ideas.
	5	
	4	
Fails to meet acceptable levels of performance	3	The applicant wrote a document that is disorganized, illogically structured, and contains numerous spelling, punctuation, and grammatical errors. The document is difficult to read, and the number of errors is distracting to the reader.
	2	
	1	



Teaching Endorsements





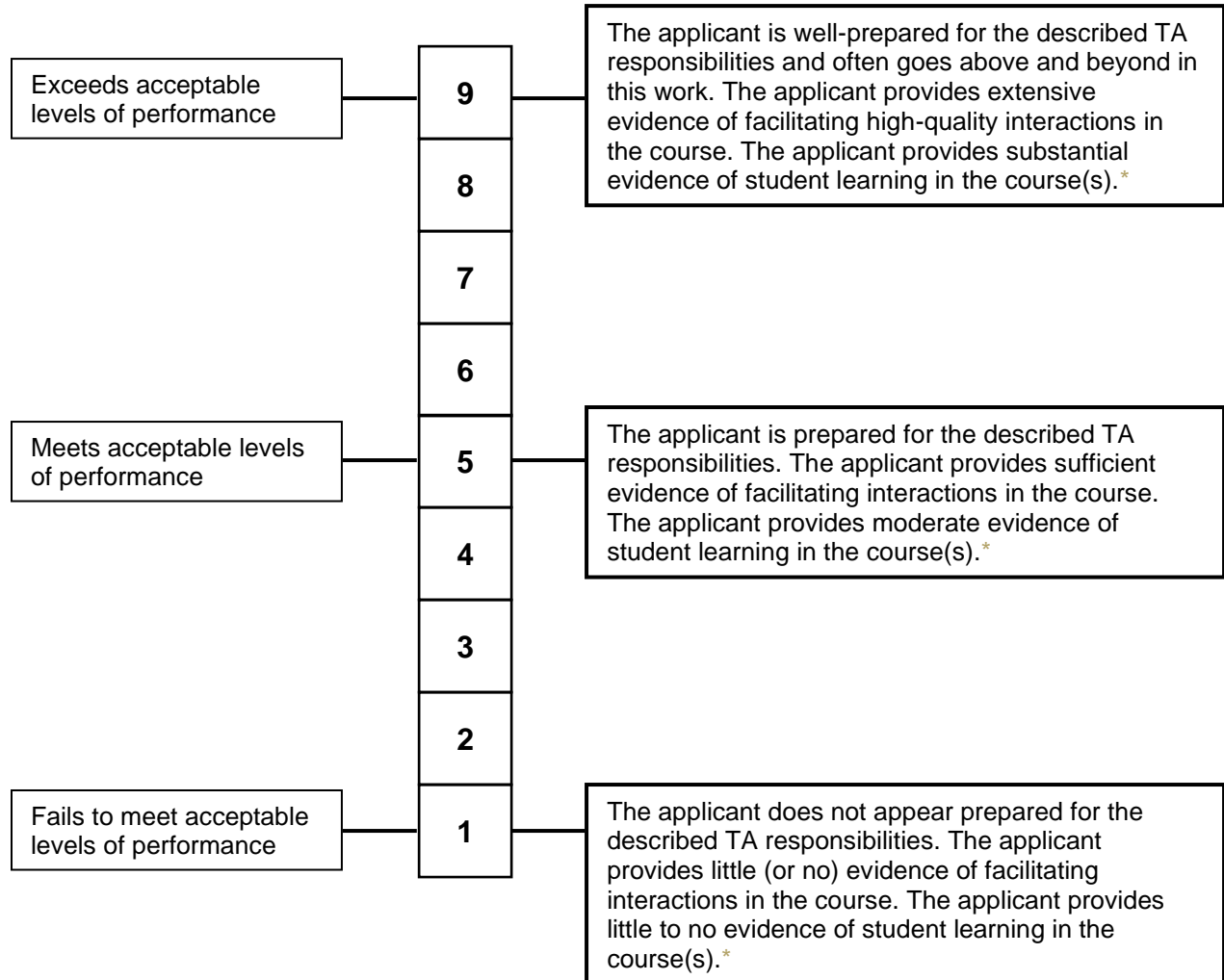
Curriculum Vitae

Exceeds acceptable levels of performance	9	The applicant clearly highlighted numerous online teaching activities in the curriculum vitae. The applicant described these teaching responsibilities in extensive detail.*
	8	
	7	
Meets acceptable levels of performance	6	The applicant highlighted several online teaching activities in the curriculum vitae. The applicant described some of these teaching responsibilities.*
	5	
	4	
Fails to meet acceptable levels of performance	3	The applicant highlighted few (or no) online teaching activities in the curriculum vitae. The applicant failed to describe any teaching responsibilities.*
	2	
	1	

**For OHTA or OTA Applicants: Even if information about non-online courses is included, base your ratings only on those activities related to fully online courses delivered at Georgia Tech.*



Teaching Effectiveness



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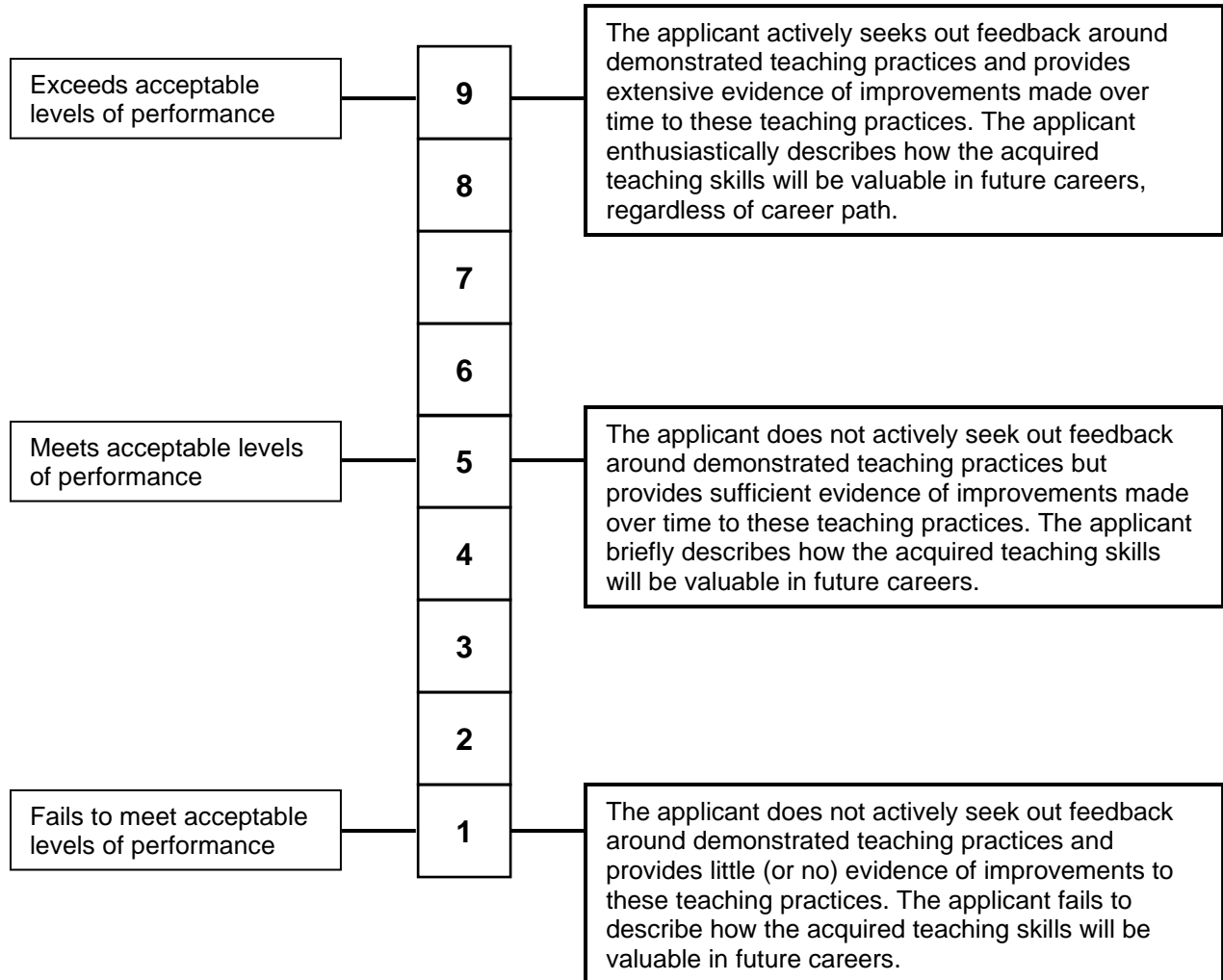
Beliefs About Teaching

Exceeds acceptable levels of performance	9	The applicant provides a strong statement of beliefs about the teaching and learning process and provides extensive evidence of how those beliefs are enacted in the applicant's teaching.
	8	
	7	
Meets acceptable levels of performance	6	The applicant provides a moderate statement of beliefs about the teaching and learning process and provides sufficient evidence of how those beliefs are enacted in the applicant's teaching.
	5	
	4	
Fails to meet acceptable levels of performance	3	The applicant provides a weak statement of beliefs about the teaching and learning process and provides little (or no) evidence of how those beliefs are enacted in the applicant's teaching.
	2	
	1	

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Reflectiveness



**For OHTA or OTA Applicants: Even if information about non-online courses is included, base your ratings only on those activities related to fully online courses delivered at Georgia Tech.*



Leadership

OHTAs ONLY

Exceeds acceptable levels of performance	9	<p>The applicant is well-prepared for the described Head TA responsibilities and often goes above and beyond in the Head TA role. The applicant clearly demonstrates positive leadership traits and successfully models best teaching practices for other TAs to follow. The applicant provides ample evidence of contributing to the development of other TAs. The applicant strives to inspire and motivate other TAs towards excellence and provides evidence of how this has positively impacted student learning.</p>	
	8		
	7		
Meets acceptable levels of performance	6		
	5		<p>The applicant is moderately suited for the described Head TA responsibilities and completes basic functions. The applicant attempts to demonstrate leadership and tries to model best teaching practices. The applicant provides moderate evidence of contributing to the development of fellow TAs. The applicant attempts to inspire or motivate other TAs towards excellence and has a basic understanding of how this can impact student learning.</p>
	4		
3			
Fails to meet acceptable levels of performance	2		
	1		<p>The applicant is not suited for the described Head TA responsibilities. The applicant demonstrates negative leadership traits. The applicant fails to model best teaching practices. The applicant provides little (or no) evidence of contributing to the development of fellow TAs. The applicant fails to inspire or motivate other TAs and does not understand how this can impact student learning.</p>

**For OHTA or OTA Applicants: Even if information about non-online courses is included, base your ratings only on those activities related to fully online courses delivered at Georgia Tech.*



Writing Ability

Exceeds acceptable levels of performance	9	The applicant wrote a well-written document that is well-organized, logically structured, and has no spelling, punctuation, and grammatical errors. The document is easy to read, interesting, insightful, and allows the reader to follow provided ideas clearly.
	8	
	7	
Meets acceptable levels of performance	6	The applicant wrote an organized and structured document. The document contains few spelling, punctuation, and grammatical errors. The document is somewhat easy to read and allows the reader to follow provided ideas.
	5	
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Fails to meet acceptable levels of performance	3	The applicant wrote a document that is disorganized, illogically structured, and contains numerous spelling, punctuation, and grammatical errors. The document is difficult to read, and the number of errors is distracting to the reader.
	2	
	1	



Teaching Endorsements

