Teaching Evaluation Summary

Anthony Christiana | George Washington University | antchristiana.com

This summary presents student feedback from four courses taught as instructor of record and six calculus recitation sections taught as a teaching assistant. It covers available evaluation reports from 2023-2026; teaching roles, response counts, and institutional rating scales are distinguished below.

Independent courses | George Washington University

All three offerings were taught in person. In each report, the means for instructor knowledge, enthusiasm, respect for students, grading fairness, and adequate/timely feedback were each 5.0 on the five-point scale.

Course / section	Term	Responses*	Each of five items
Calculus with Precalculus II / MATH 1221-20	Summer 2026	6 / 6	5.0 / 5
Mathematics and Politics / MATH 1007-10	Summer 2026	5 / 9	5.0 / 5
Mathematics and Politics / MATH 1007-10	Summer 2023	4 / 6	5.0 / 5

*Responses to each listed instructor item / possible respondents shown in the report. These are selected item means, not an overall course score. The Summer 2023 report also gives an overall instructor rating of 5.0 / 5 (4 responses).

Independent course | The Catholic University of America

Calculus for Social and Life Sciences I (MATH 111-152), Summer 2025. Fully online, synchronous; 2 of 6 students responded (33%). The table includes every item in the main instructor-evaluation section (Q23-Q32), plus the overall good-teacher item (Q40).

Instructor item (abbreviated)	Mean / 7
Subject knowledge (Q23)	7.0
Preparation (Q24)	7.0
Clear, systematic presentation (Q25)	7.0
Enthusiasm (Q26)	6.5
Responsiveness to learning needs (Q27)	6.5
Timely, detailed feedback (Q28)	6.5
Clear, realistic performance expectations (Q29)	6.0
Availability outside class (Q30)	6.0
Respect for students (Q31)	6.5
Recommend instructor (Q32)	6.5
Overall: good teacher (Q40)	6.5

Each CUA item has 2 responses. Scale: 1 = strongly disagree; 7 = strongly agree. With only two respondents, these results describe limited feedback and should not be generalized to the whole class. CUA and GW ratings are not pooled.

Calculus recitations | Teaching assistant experience

These six GW sections were recitations within courses led by another instructor. The ratings document my work explaining lecture material, supporting practice, and answering questions; they are separate from my independent-course teaching.

Section / term	Responses*	Knowledge	Enthusiasm	Respect	Feedback
MATH 1231-39 / Fall 2023	7 / 23	4.7	4.7	5.0	4.8
MATH 1231-40 / Fall 2023	13 / 24	5.0	4.9	5.0	4.8
MATH 1231-41 / Fall 2023	9 / 19	5.0	5.0	5.0	5.0
MATH 1232-36 / Spring 2023	13 / 24	5.0	4.9	5.0	4.8
MATH 1232-37 / Spring 2023	10 / 22	4.7	4.7	4.9	4.7
MATH 1232-38 / Spring 2023	8 / 27	4.8	4.9	4.9	4.9

Reported means on GW's five-point scale. Feedback refers to adequate and timely feedback. *Responses shown for the listed instructor items / possible respondents. Means are reproduced as published; neutral responses occur in some reports, so the means should not be reconstructed as an average of all responses.

Themes in student feedback

Across the reports, students describe clear explanations, subject knowledge, organization, enthusiasm, and willingness to answer questions. Recitation comments also emphasize approachability and an environment in which students felt comfortable asking for help.

The comments identify areas for improvement as well: the pace and volume of work in compressed summer courses, a desire for more applications, more time for practice during recitations, closer coordination with lectures, and the cost and usability of online homework resources. These themes are paraphrased; individual student comments are not reproduced.

How the feedback informs my teaching

I take this feedback as a reason to make the purpose of assignments explicit, distinguish essential practice from extensions, and build in time for students to work through fewer problems more carefully. In future courses, I would seek feedback early enough to adjust pacing, consider whether required resources justify their cost, and make connections between examples and applications clearer. In recitations, I would coordinate the sequence of practice with the course instructor.

Scope and interpretation

This summary draws on ten available reports: three GW independent-course reports, one CUA independent-course report, and six GW recitation reports. It does not include an evaluation for Summer 2024 Mathematics and Politics. Selected instructor items are reported rather than every survey question; no overall score across courses or institutions has been calculated.

Student evaluations offer evidence about students' experience of instruction, rather than a direct measure of learning. Small response counts and differences between survey instruments limit comparisons. The original reports retain the full numerical results and comments.

Source notes: GW instructor items 15-19 (292-296 in MATH 1221), report page 2; CUA Q23-Q32, page 6, and Q40, page 7. Summary prepared October 28, 2026.