| Teaching Self-Reflection Form |
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| Instructor: |
| Course & section number: |
| Class days, time, & location: |
| Enrollment: |
| Date of Reflection: |
| Observer: |
| Please complete this form prior to your classroom observation. Sharing the results with your observer can help them provide feedback in the areas most valuable to you. |

**Rating Scale**:

1. I urgently need help in this area

2. This would be an important area on which to get some assistance and feedback

3. I am really unsure of my effectiveness in this area

4. This might need work but it is not a high priority

5. I am confident that this is working well

|  |  |  |  |  |  |
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| **Observation categories and items** | **1** | **2** | **3** | **4** | **5** |
| 1. **Teaching Competence and Skills** |  |  |  |  |  |
| 1. My knowledge of the subject is up to date and relevant. |  |  |  |  |  |
| 1. The assumptions I make about students’ entering abilities are explicit, reasonable, and accurate. |  |  |  |  |  |
| 1. My class sessions have clear goals, and student learning outcomes are clearly explained and well-structured to assist students’ learning. |  |  |  |  |  |
| 1. I have an efficient system to gather feedback on student progress in order to adjust my teaching as necessary. |  |  |  |  |  |
| 1. The strategies I use in class guide students to be independent learners. |  |  |  |  |  |
| 1. I am able to gain students’ active participation and interest in the topic. |  |  |  |  |  |
| 1. I use a variety of teaching methods, such as lecture, discussion and group work, including methods that are particularly appropriate for my discipline. |  |  |  |  |  |
| 1. **Assessment of Student Learning** |  |  |  |  |  |
| 1. I provide frequent feedback on student progress in order to improve learning. |  |  |  |  |  |
| 1. Ongoing and final assessments are appropriate for the topic. |  |  |  |  |  |
| 1. I use a variety of methods to assess student learning. |  |  |  |  |  |
| 1. Success is possible for all students in my class. |  |  |  |  |  |
| 1. I use rubrics, answer keys, and clear criteria to ensure that students are graded uniformly and fairly. |  |  |  |  |  |
| 1. **Course Design & Syllabus** |  |  |  |  |  |
| 13. Student learning outcomes are clearly specified for students in the syllabus. |  |  |  |  |  |
| 14. The course is designed before the start of the semester and there are few schedule changes, except for unforeseen circumstances. |  |  |  |  |  |
| 1. **Organization and Preparation** |  |  |  |  |  |
| 15. I come prepared and ready for each class. |  |  |  |  |  |
| 16. I am able to manage class time and activities so that classes run smoothly and time is used well. |  |  |  |  |  |
| 17. Materials are available for students when needed and are appropriate for the topic and learning outcomes. |  |  |  |  |  |
| 18. Students know what they need to do to be successful in the course. |  |  |  |  |  |

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| **Observation categories and items** | **1** | **2** | **3** | **4** | **5** |
| 1. **Enthusiasm and Rapport** |  |  |  |  |  |
| 19. The atmosphere in class is conducive to student-student interaction. |  |  |  |  |  |
| 20. My classes challenge and extend students’ assumptions, competence, and understandings. |  |  |  |  |  |
| 21. Students are able to ask questions in class and are comfortable in seeking help outside of class. |  |  |  |  |  |
| 22. Students perceive me as being available to discuss their concerns about their progress and their understanding and difficulties of the course. |  |  |  |  |  |
| 23. Students know that I care about their learning. |  |  |  |  |  |
| 1. **Accounting for Students’ Diverse Abilities, Interests, and Cultural Backgrounds** |  |  |  |  |  |
| 24. I take steps to know who my students are and take into account their differences in learning preferences, abilities/disabilities, and cultures. |  |  |  |  |  |
| 25. I work to become aware of my own biases, assumptions, and values and how they can affect my interactions with students. |  |  |  |  |  |
| 26. I am able to recognize and appropriately address instances of racism, sexism, homophobia, etc. |  |  |  |  |  |
| 1. **Appropriate Workload** |  |  |  |  |  |
| 27. I am able to determine the correct amount of work appropriate for the students and their stages in the learning process. |  |  |  |  |  |
| 28. The level of difficulty is appropriate for the students’ level in the course. |  |  |  |  |  |

In reviewing this form and using the same scale used for the individual items, I would say my **overall appraisal of my teaching is (*list item numbers below*):**

1. I urgently need help in this area. \_\_\_\_\_\_\_\_\_\_

2. This would be an important area on which to get some assistance and feedback. \_\_\_\_\_\_\_\_\_\_

3. I am really unsure of my effectiveness in this area. \_\_\_\_\_\_\_\_\_\_\_

4. This might need work but it is not a high priority. \_\_\_\_\_\_\_\_\_\_\_

5. I am confident that this is working well. \_\_\_\_\_\_\_\_\_\_\_

Add a page if you would like write additional reflections of your teaching.