Faculty Teaching Self-Assessment

Directions: This form is intended as a tool to help faculty reflect on their teaching practices in preparation for a meeting with the Discipline/Program Chair. The teaching activities/behaviors listed below have already been established as indicative of effective teaching. Use NA if you believe an item is not relevant for this class or for you as an instructor.

In completing the self-assessment, please indicate the extent to which you engage in the listed teaching "best practices." Use the following scale:

N - Never   S - Seldom   P - Periodically   C - Consistently

The observation form will be one piece of documentation used in the performance evaluation (PDP) of full-time faculty.

Self-assessment forms should be given out to instructors at the beginning of the semester as a way to let them know what teaching practices are encouraged.

Instructor _____   Date _____

Course Prefix and Number _____   Course Title _____

Number of Students _____

How Often?	Variety and Pacing of Instruction
	Uses a variety of instructional methods
	Allows adequate wait time when asking questions
	Responds to wrong answers constructively
	Draws non-participating students into activities/discussion
	Asks probing questions when student answers are incomplete
	Guides the direction of the discussion
	Refrains from answering own questions
	Mediates conflict or differences of opinions
	Uses active learning strategies (group work, paired discussions, polling)
	Provides explicit directions for active learning tasks (e.g. rationale, duration, product)
	Allows sufficient time to complete in-class assignments
	Specifies how learning tasks will be evaluated (if appropriate)
	Provides opportunities for students to practice what they have learned

How Often?	Organization
	Begins and ends class on time
	Relates this and previous class(es), or provides students with opportunity to do so
	Provides and follows an outline or organization for the class session
	Has all necessary materials and equipment readily available
	Uses effective transitions between class topics
	Conveys the purpose of each class activity or assignment
	Completes the scheduled topics
	Summarizes periodically throughout and at end of class or prompts students to do so
	Previews by connecting current content to future classes
	Takes attendance throughout the semester

How Often?	Presentation Skills
	Communicates audibly and clearly
	Establishes and maintains eye contact with students
	Varies pace and tone to keep students alert
	Uses a presentation style that facilitates note-taking
	Uses positive and appropriate humor
	Incorporates various instructional supports (film, diagrams)
	Responds to changes in student attentiveness
	Handouts are easy to follow

How Often?	Clarity
	Notes and explains new terms or concepts
	Elaborates or repeats complex information
	Uses examples to explain content
	Makes explicit statements drawing student attention to key ideas
	Pauses during explanations to ask and answer questions
	Relates new ideas to familiar concepts

How Often?	Content Knowledge
	Makes accurate statements according to discipline standards
	Incorporates current research in the field
	Cites authorities to support statements
	Presents divergent viewpoints
	Makes distinctions between fact and opinion
	Communicates the reasoning process behind operations and/or concepts

How Often?	Instructor-Student Interaction
	Attends respectfully to student comprehension or puzzlement
	Asks questions of students that challenge them to think more deeply
	Invites student participation and comments
	Incorporates student responses when appropriate
	Encourages students to respond to their peers throughout the discussions
	Treats students with respect
	Uses positive reinforcement to encourage student participation and intellectual risk-taking
	Encourages students to interact civilly/respectfully with each other
	Addresses potentially disruptive behaviors before they impact learning environment

How Often?	Use of Technology
	Effectively incorporates a variety of instructional technologies to enhance student learning (PPT, websites, YouTube, blogs, etc.)
	Uses Bb or Moodle to provide supplemental materials

How Often?	Discipline/Program Specific Teaching Behaviors
	Example: Uses contextualized learning to promote relevance

What went well in this class?

How might you improve on your current teaching practices?

Please list any Professional Development workshops that you feel would help you improve your teaching skills.