

# Instructional Self-Assessment

(Approved by faculty on 05/XX/2024; Requires faculty review and reassertion in 2025)

This report will be used alongside student course evaluations to evaluate instructional activity and quality during the designated period. The chair may rely on this self-assessment report, student feedback, as well as other methods TBD by the department.

**Instructor:** NAME

**Activity Period:** Calendar year

**Submission Due:** TBD

This internal document proposes a standard framework to measure the quality of one's teaching and is based on an article published in the College Teaching Journal title from the [Establishing a Framework for Assessing Teaching Effectiveness](#) (Shawn R. Simonson, 2022). It is recommended that all faculty review this article prior to completing this self-assessment. As mentioned in the article, the discussed framework defines effective teaching and develops a tool that considers multiple facets of teaching, accommodating different approaches, modes, and environments. The goal of this document is to have instructors self-assess the quality of their teaching and to identify their strengths and weaknesses, as they relate to the four major criteria of optimized teaching listed below:

1. Course Design: How do you structure your courses, assignments, activities, and material delivery aids in student learning?
2. Scholarly Teaching: How does your approach to student assessment in your daily teaching practices best support student learning and development?
3. Learner-Centeredness: How do you design your course and material that focuses on learning and implements inclusive teaching practices?
4. Professional Development (Teaching): How do you reflect upon feedback mechanisms and continuous improvement in your teaching approach?

**Instructions:** Review the article listed above and the four major criteria, then for each criterion select at least one category in the criteria to self-assess your teaching methods and approaches with (categories are listed in the criterion tables shown on the following pages). For your response for each criterion address the following items:

1. State the category you are self-assessing and your assessment in terms of achievement of each selected category.
2. Support your self-assessment with appropriate evidence from your teaching methods and approach.

## 1. COURSE DESIGN CRITERION

Exemplary teachers design their courses around disciplinary and student-appropriate course learning outcomes, design a variety of summative and formative assessments that effectively measure student achievement of those outcomes, and create course activities that support students in reaching and demonstrating completion of the course learning outcomes.

<b>CRITERION 1: Course Design: Designs course material in alignment with course learning outcomes</b>					
Exemplary teachers will design their courses around appropriate course learning outcomes, design a variety of summative and formative assessments, which effectively measure student achievement of those outcomes, and create course activities which support students in reaching the course learning outcomes.					
Possible Sources of Evidence	Category	Exemplary	Proficient	Developing	Missing
<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Course assignments</li> <li>• Student work samples</li> <li>• materials</li> <li>• Course design table</li> </ul>	1.1 Course Learning Outcomes (LOs) guide design	Well-developed course learning outcomes [more info] are present for all courses and guide the course design process.	Course learning outcomes are present for all courses and guide the course design process.	Course learning outcomes are present, not well-developed, and/or do not guide course design process.	Course learning outcomes are absent.
	1.2 Alignment of assessments	Assessments obviously align with course learning outcomes.	Most assessment align with course learning outcomes.	Assessments are present but do not appear to match the course learning outcomes.	Without course learning outcomes, alignment of assessments cannot be determined.
	1.3 Alignment of course activities	Course activities are consistently aligned with, and thus support students in working toward, course learning outcomes and assessments; alignment is explicitly established and communicated.	Course activities are somewhat aligned with, and thus support students in working toward, learning outcomes and assessments; alignment is not explicitly established and communicated.	Course activities are not clearly aligned with course learning outcomes and assessments.	Without course learning outcomes, alignment of activities cannot be determined.
	1.4 Course design and learning outcomes encourage discipline-specific ways of thinking	Course activities teach student to think about the subject of the practitioner in the discipline, consistent with the students' background and level.	Some development of discipline-specific ways of thinking are evident, but not clear that this is successful or that it is consistent with the students' background and level.	Few course activities appear to support discipline-specific ways of thinking, or this process is not demonstrated in a meaningful way.	Activities do not appear to help students develop discipline-specific ways of thinking.
	1.5 Student achievements of course learning outcomes	Ensures that students are achieving the course LOs by <i>reflecting on student work</i> . Student samples demonstrated substantial achievement of course learning outcomes.	Monitors student achievement of course LOs. Student work samples demonstrate achievement of course learning outcomes.	Student work samples present a tenuous link to course learning outcomes.	Student work samples do not appropriately demonstrate student success OR student works samples are absent.

### **Instructions:**

Select at least one category in the table above to self-assess your teaching methods and instructional approach. In your response address the following items:

1. In the table above highlight the Criterion 1 category and achievement level you feel best describes your achievement to this criterion.
2. Thoroughly discuss your self-assessment in terms of the indicated achievement level of your selected category.
3. Support your self-assessment with appropriate evidence from your teaching methods and approach.

### **Instructor Self-Assessment Below:**

## 2. SCHOLARLY TEACHING CRITERION

Scholarly teaching is making evidence-based decisions about what will be taught and how. Exemplary teachers implement a variety of evidence-based instructional practices (EBIPs) in their daily teaching and assessments to best support student learning and students' development as learners about the teaching and learning connection.

<b>CRITERION 2: Scholarly Teaching: Implements evidence-based practices</b>					
Exemplary teachers will implement a variety of evidence based instructional practices (EBIPs) in their daily teaching and assessments in order to support students learning and students' development as learners. Note: Instructor do not need to cite the literature regarding EBIPs, but can refer from this list; use of additional EBIPs is also encouraged.					
Possible Sources of Evidence	Category	Exemplary	Proficient	Developing	Missing
<ul style="list-style-type: none"> <li>• Examples of course activities or other teaching materials</li> <li>• Examples of summative and formative assessments</li> <li>• Feedback from peer teaching observation</li> <li>• Course design table</li> <li>• Classroom observation with COPUS, RTOP, or similar tool <a href="#">[more info]</a></li> </ul>	2.1 Situational factors considered	Instructional choices are clearly guided by thoughtful examples of all five categories of situational factors <a href="#">[described here]</a> .	Instructional choices are guided by some of the situational factors <a href="#">[described here]</a> OR there were a deep examination but not clear implementation of what that meant.	Briefly considers how the situational factors <a href="#">[described here]</a> around the course and/or student prior to knowledge affect the choice of activities.	Does not consider how the situational factors <a href="#">[described here]</a> around the course and student prior knowledge affect the choice of activities.
	2.2 Relationship between instructional practices and learning outcomes	Provides strong rationale/reflection linking the instructional practices with the learning outcomes.	Provides a rationale/reflection linking the instructional practices with the learning outcomes.	Rationale/reflection tenuously links the instructional practices with the learning outcomes.	Does not provide rationale or reflection linking the instructional practices with the learning outcomes.
	2.3 Implementation of EBIPs	Provides strong rationale of <a href="#">evidence based instructional practices</a> (EBIPs) as appropriate for the course and diversity of the situational activities.	Implements a more limited variety of EBIPs as appropriate for the course and diversity of situation factors.	Only occasionally implements a narrow variety of EBIPs without evidence of consideration for the course and diversity of situational factors.	Does not implement EBIPs or EBIPs appear to be inappropriate for the course and diversity of situational factors.
	2.4 Assessment follow good practices	Assessment, both <a href="#">formative and summative</a> are authentic, varied, and offer student choices.	Assessment, both <a href="#">formative and summative</a> are authentic, varied, or offer student choices.	Assessment, both <a href="#">formative and summative</a> , lack variety or student choice.	Assessment are limited.
	2.5 Assessment criteria are effectively communicated	Criteria for evaluation are explicitly defined and clearly communicated.	Criteria for evaluation are occasionally defined and/or ineffectively communicated.	Criteria for evaluation are poorly defined and/or poorly communicated.	Criteria for evaluation are not defined.

### **Instructions:**

Select at least one category in the table above to self-assess your teaching methods and instructional approach. In your response address the following items:

1. In the table above highlight the Criterion 2 category and achievement level you feel best describes your achievement to this criterion.
2. Thoroughly discuss your self-assessment in terms of the indicated achievement level of your selected category.
3. Support your self-assessment with appropriate evidence from your teaching methods and approach.

### **Instructor Self-Assessment Below:**

### 3. LEARNER-CENTERED: USES AN INCLUSIVE, LEARNER-CENTERED APPROACH

Learner-centered instructors address the distinct needs of students, employ a variety of educational methods, encourage students to actively participate in the construction of knowledge, and recognize that learning is a social process; therefore, attention is also paid to peer and student-instructor interactions, student collaboration, and communication.

<b>CRITERION 3: Learner-Centered: Uses an inclusive, learner-centered approach</b>					
Exemplary teachers will design courses and course materials that focus on learning and the learner, rather than the instructor, and implement inclusive teaching practices which reach all learners and provide students opportunities for success.					
Possible Sources of Evidence	Category	Exemplary	Proficient	Developing	Missing
<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Examples of inclusive teaching practices <a href="#">[examples here]</a></li> <li>• Course design table</li> <li>• Examples of course materials</li> <li>• Peer evaluation and/or MAP</li> <li>• Student surveys</li> <li>• Classroom observation with COPUS, RTOP, or similar tool <a href="#">[more info]</a></li> </ul>	3.1 Student engagement during class	During the majority of class, students are actively engaged with the course content, the instructor, and each other.	During class, students are actively engaged with the course content, the instructor, and each other.	During class, students are only occasionally engaged with the course content, the instructor, and/or each other.	During class, students are not actively engaged with the course content, the instructor, and/or each other.
	3.2 Learning activities	Learning activities are consistently <a href="#">authentic</a> , engaging, varied, and appropriate for students.	Learning activities are engaging, varied, AND appropriate for students.	Learning activities are engaging, varied, OR appropriate for students.	Learning activities are not obviously engaging, varied, or appropriate for students.
	3.3 Student-centered approach in course materials	Course materials (e.g. texts, presentation, movies, readings, etc.) consistently communicate an inclusive, student-centered ( <a href="#">defined here</a> ) approach AND considers situational factors <a href="#">[described here]</a> .	Course materials (e.g. texts, presentation, movies, readings, etc.) communicate an inclusive, student-centered ( <a href="#">defined here</a> ) approach OR considers situational factors <a href="#">[described here]</a> .	Course materials imply some effort has been made to adopt inclusive, student-centered ( <a href="#">defined here</a> ) approach with no evidence of consideration of situational factors <a href="#">[described here]</a> .	Course materials do not communicate an inclusive or student-centered approach.
	3.4 Instructor behaviors	The instructor support student learning by providing timely feedback, communicates effectively, and being trustworthy and appropriately available to students.	The instructor makes efforts to support student learning by providing timely feedback, communicates effectively, and being trustworthy and appropriately available to students; there is room for improvement.	The instructor minimally supports student learning by providing timely feedback, communicates effectively, and being trustworthy and appropriately available to students.	The instructor does not provide timely feedback, communicates effectively, engender trust, or make themselves available to students.
	3.5 Classroom climate	Teaching practices support a classroom climate which promotes a sense of belonging, values diverse contributions, respects individual differences, and encourages motivation, cooperation, and engagements <a href="#">[examples]</a> .	Teaching practices support a classroom climate which mostly promotes a sense of belonging, values diverse contributions, respects individual differences, and encourages motivation, cooperation, and engagements <a href="#">[examples]</a> .	Teaching practices support a classroom climate which somewhat promotes a sense of belonging, values diverse contributions, respects individual differences, and encourages motivation, cooperation, and engagements <a href="#">[examples]</a> .	Teaching practices so not support a classroom climate which promotes a sense of belonging, values diverse contributions, respects individual differences, and encourages motivation, cooperation, and engagements <a href="#">[examples]</a> .

#### **Instructions:**

Select at least one category in the table above to self-assess your teaching methods and instructional approach. In your response address the following items:

1. In the table above highlight the Criterion 3 category and achievement level you feel best describes your achievement to this criterion.
2. Thoroughly discuss your self-assessment in terms of the indicated achievement level of your selected category.
3. Support your self-assessment with appropriate evidence from your teaching methods and approach.

#### **Instructor Self-Assessment Below:**

#### 4. PROFESSIONAL DEVELOPMENT/REFLECTIVE TEACHING

Exemplary teachers are reflective practitioners who use feedback from a variety of sources to continuously improve their teaching abilities and expertise. Faculty who participate in relevant professional development opportunities are better able to make informed choices about what to teach and how to teach it and this can increase confidence, teaching motivation, the use of more effective strategies, and improve student learning.

<b>CRITERION 4: Practices reflective teaching to drive continuous improvement of teaching</b>					
Exemplary teachers will be reflective practitioners who use feedback from a variety of sources (students, peers, CTL, department, self) to seek a variety of approaches to continuously improve as teachers.					
Possible Sources of Evidence	Category	Exemplary	Proficient	Developing	Missing
<ul style="list-style-type: none"> <li>• Student course evaluations</li> <li>• Reflection on and response to course evaluations</li> <li>• List of professional development activities</li> <li>• Continuous improvement plan and reflection</li> <li>• Mid-semester assessment (MAP) report and responses</li> <li>• Feedback from peer teaching observation</li> <li>• End-of-semester course reflection</li> <li>• Teaching log</li> <li>• Classroom observation with COPUS, RTOP, or similar tool <a href="#">[more info]</a></li> </ul>	4.1 Professional Development	Engages frequently with professional development opportunities (e.g. three or more per year).	Engages occasionally with professional development opportunities (e.g. one or two per year).	Engages infrequently with professional development opportunities (e.g. once every other year).	Does not engage with professional development activities.
	4.2 Self-reflection	Demonstrates a high level of self-reflection around teaching broadly, <i>objectively describing their strengths and weakness, consistent with evidence of teaching practices.</i>	Demonstrates self-reflection around many aspects of teaching, objectively describing their strengths and weakness, consistent with evidence of teaching practices.	Demonstrates a limited amount of self-reflection around teaching, for example, by not describing their strengths and weakness or considering too narrow of a focus or evidence is not sufficiently aligned with reflection.	Does not demonstrate self-reflection around teaching.
	4.3 Continuous improvement plan	Develops, implements, and updates continuous personal improvement plan related to teaching.	A continuous improvement plan relative to teaching is present, but there are gaps in implementation or adaptation.	Some evidence of a continuous improvement plan is present, but not well defined, implemented or updated.	No continuous improvement plan related to teaching
	4.4 Incorporates feedback	Consistently implements changes to teaching as a <i>result of reflection on multiple sources of feedback.</i>	Consistently implements changes to teaching as a result of reflection on <b>limited</b> sources of feedback.	Occasionally makes changes to teaching or solicits feedback about teaching.	No evidence of how feedback is collected or collected in teaching.
	4.5 Shares lessons about teaching with others	Demonstrates leadership as related to sharing of lessons learned about teaching and/or learning.	Sustained engagement is sharing lessons learned about teaching and learning.	Participates in sharing lessons learned about teaching and/or learning.	Does not share lessons learned about teaching and/or learning.

#### **Instructions:**

Select at least one category in the table above to self-assess your teaching methods and instructional approach. In your response address the following items:

1. In the table above highlight the Criterion 4 category and achievement level you feel best describes your achievement to this criterion.
2. Thoroughly discuss your self-assessment in terms of the indicated achievement level of your selected category.
3. Support your self-assessment with appropriate evidence from your teaching methods and approach.

#### **Instructor Self-Assessment Below:**

## 5. IMPROVEMENT STATEMENT AND REFLECTION

### **Instructions:**

Select at least one Criterion category you feel you need to improve upon and propose an improvement plan. State the criterion category, why you think it needs improvement, and specific actions that you will take in the coming year to address this shortcoming.

**Comment:** This section can be expanded in the next year to also reflect on your improvement plan and the results of the previous year's plan/actions.