

Self-Evaluation Worksheet

Directions: *This Self-Evaluation Worksheet was designed to help you identify your instructional strengths, as well as opportunities for improvement. You can use this self-assessment as a conversation starter between you and your mentor. Be sure to ask questions and discuss strategies. The more discussion and reflection this inspires, the better!*

Use the information gathered from this exercise as the basis for your Customized Professional Development Plan.

Complete each section of the worksheet. Use the rating key below to assign a numerical value to each statement, and use the space at the end of each section to note your reflections on your ratings.

Ratings Key:

- 1. Novice - I do not do this or my use of the practice is not having the outcome I want.
- 2. Developing - I do this, but the outcomes are inconsistent.
- 3. Proficient - I do this well and notice consistent positive outcomes.
- 4. Expert - this is a strength of mine.

Professional Development	1	2	3	4
1. I engage in continuous development to maximize my instructional effectiveness.				
2. I use feedback from students, peers, mentors and supervisors to improve instruction.				
3. I remain current with my academic field/discipline.				
4. I use professional resources that focus on effective teaching practices in higher education.				
5. I use professional resources specific to teaching in my field.				
6. I use my observations of other faculty to improve my teaching.				
7. I am aware of the organizational structure of my department, the instructional division, the campuses and the Office of the President.				
8. I know where to find essential information (academic calendar, course catalog, curriculum forms and guidelines, handbooks, etc.).				
9. As I look at my responses to this section, I could set the following goals:				

Instructional Effectiveness	1	2	3	4
Teaching Philosophy				
1. I am aware of my beliefs and assumptions about teaching and learning.				
2. I understand the differences between student-centered and teacher-centered approaches.				
3. I understand the curricular structure used at the college (CCC, PGC, CCPO, MPO).				
4. I incorporate the college's instructional philosophy and approach into my course design.				
5. I incorporate mastery learning into my teaching approach.				
6. I incorporate principles of adult learning into my teaching approach.				
7. As I look at my responses to this section, I could set the following goals:				
Course Design				
1. I use resources for course planning.				
2. I know the prerequisite knowledge students should bring to the course.				
3. I understand how my course fits into the overall curricula it supports.				
4. I understand learner characteristics that affect learning.				
5. I align my course plan according to the approved syllabus and other resources.				
6. I plan the modules, core content, flow, and assessment strategies of a course.				
7. I develop course policies using student-friendly language.				
8. I develop a course schedule that can be effectively delivered in my course (e.g. 8 week, 12 week, 16 week, online, hybrid).				
9. I communicate learning objectives, expectations, and policies to students.				
10. As I look at my responses to this section, I could set the following goals:				
Lesson Planning & Teaching	1	2	3	4
1. I develop and implement a plan for each lesson in my course.				
• I use class time effectively.				
• Classes start on time and end on time.				
• The content is organized and presented systematically and sequentially				
• I use approved syllabi, required texts, and other approved course materials.				
2. I deliver the material at a depth, breadth, and pace appropriate for the level of my student groups.				
3. I use a variety of teaching strategies that promote learning.				
• I use student-centered strategies more than teacher-centered ones.				
• I design and support learning experiences that address students' unique				

strengths and needs.				
● I use teaching strategies that challenge and extend students' assumptions, competence, and understandings.				
● I use collaborative strategies.				
● I use teaching strategies that help guide students to be independent learners.				
● I use active strategies.				
● I provide opportunities for students to participate.				
● I use activities that encourage students to practice and apply knowledge and skills.				
● I use methods that motivate students to learn.				
● I use content-related pedagogy.				
● I present material in a clear, well-structured way.				
● I make the course material relevant and meaningful for students.				
● I offer real-world learning opportunities including: simulations, role-playing, research, and independent study. I provide appropriate supervision and in-the-moment feedback during these activities.				
● I encourage students to challenge my ideas, the ideas of other students, or those presented in textbooks or course materials. Class discussions are lively and purposeful.				
● I check for student understanding before moving on to new material.				
4. I form inclusive learning environments that respect diverse talents and ways of learning.				
● I promote student engagement with each other.				
● I promote student engagement with the content.				
● I understand the learning needs of my students.				
5. I use appropriate classroom management strategies.				
● I make clear my expectations at the beginning of the course and periodically during the course.				
● I discourage snide remarks, sarcasm, kidding, and other classroom behaviors that may embarrass some students or promote an unsafe learning environment.				
● I set a positive tone for the class and handle classroom tensions in a timely manner.				
● I communicate regularly with my students.				
6. I assist students toward successful course completion.				
7. I am aware of resources available for students and my role in referring students to these services.				
8. I use correct grammar and professional terminology in both verbal and written correspondence.				
9. I build collaborative relationships with students.				
● Students perceive me as being helpful and available to discuss their concerns about their progress and difficulties with course content outside of class.				

● I know my students by name in a reasonable amount of time.				
● I meet with students who fall behind to discuss their study habits, schedules, and other commitments. I help students brainstorm workable solutions.				
● I foster an environment that encourages students to speak up when they don't understand, and I treat students respectfully.				
● I can balance various student personalities, work with students at many different levels, and be respectful of different cultural identities.				
● When I look out at my students, they appear attentive, enthusiastic, interested, and focused. I know from their attitudes that I am able to engage them in class content.				
● I work hard to build a sense of community in the classroom and online.				
10. As I look at my responses to this section, I could set the following goals:				
Assessing Student Learning	1	2	3	4
1. I am aware of the progress of each student in my class.				
2. I create an assessment plan that is aligned with the syllabus.				
3. I provide consistent, timely feedback for all assessment measures.				
4. I develop formative assessments for my course.				
5. I develop summative assessments for my course.				
6. I use assessment results to enhance learning.				
7. I prepare practical exercises that give students immediate, detailed feedback on particular skills and allow them to adjust right away.				
8. I use rubrics for all performance assignments.				
9. I use the LMS to communicate grades and progress.				
10. I follow up with students who are not making adequate progress in class and offer to help them develop a plan.				
11. As I look at my responses to this section, I could set the following goals:				
Learning Management System (LMS)	1	2	3	4
1. I use the learning management system (LMS) to advance teaching and learning.				
2. My course meets the college's LMS minimum-usage policy.				
3. I can easily find support resources for LMS questions/troubleshooting.				
4. As I look at my responses to this section, I could set the following goals:				

Instructional Technology	1	2	3	4
1. I use technology to enhance engagement.				
2. I use technology to enhance learning.				
3. I use technology to enhance communication.				
4. I use new and innovative technologies regularly in the classroom.				
5. I use technology to deliver content.				
6. I use synchronous tools.				
7. I use asynchronous tools.				
8. As I look at my responses to this section, I could set the following goals:				

Part Six: Ideal Teacher Characteristics. I would describe myself as ...	1	2	3	4
1. Fair to all students and responsive to student needs.				
2. Understanding of students' commitments and conflicts while upholding the highest standards.				
3. Stimulating. I encourage student to think creatively, to offer opinions, to participate, and to get excited about their learning				
4. Responsible and reliable. I own my mistakes and model accountability. I do not evade students when I may fail to return homework or examinations in a timely manner.				
5. Confident. I know my stuff and it shows. I still allow room for student opinions and exploration.				
6. Innovative. I am dedicated to learning about, and deploying, new and innovative learning technologies.				
7. Adaptable. I always have a plan but can go with the flow if it will improve student comprehension.				
8. Dedicated to integrating class content to other classes, real life experiences, and professional life.				
9. Enthusiastic. I enjoy teaching; I enjoy the students; I enjoy the class content, and I share this enthusiasm with my students.				
10. Aware. I look for and capitalize on "teachable" moments. I look for and capitalize on "a ha!" moments.				
11. Humorous. I use humor appropriately in the classroom to facilitate active learning.				
12. Optimistic. I regularly state high expectations to the students and expect students to meet challenges. I believe in my students' abilities and I reinforce their capacity to be successful.				
13. As I look at my responses to this section, I could set the following				

goals:				
--------	--	--	--	--

Section Seven: Instructional Goal Setting

This worksheet helps you to classify your strengths, opportunities for improvement, and goals. The purpose of goal setting is to assist you in outlining your course of actions to reach your goal. This should be accomplished before you meet with a potential mentor. Goals are not necessarily etched in stone. They need to be revised constantly.

Take about 3 minutes to write, in the space below, the professional and personal values you hold:

- *Write your professional and personal values here*
- *Write your professional and personal values here*
- *Write your professional and personal values here*

As I review this self-evaluation, the goals I would like to work on, and the tasks I will undertake to meet these goals are:

Goal 001:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 002:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 003:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 004:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 005:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before: