# Teaching Self-Evaluation Guide

Teaching self-evaluation is intended to encourage reflection on your teaching during the past year. These reflections may help you to:

- set goals to further your teaching practice
- demonstrate and/or document your development over time

You may choose to use these reflections for your own purposes and/or share them with the appropriate people in your department to inform an annual review, renewal, reappointment, promotion, or tenure review process. As part of these formal processes, your self-evaluation can stand alongside student course assessments and class observation results to provide a multi-faceted view of your teaching.

## Context for Teaching Self-Reflection

The reflection prompts below reflect a wide range of teaching-related dimensions and activities rooted in the Dartmouth Teaching Evaluation Framework. While all are evidence-based and considered effective educational practice, some may not be relevant to you in your teaching role. Furthermore, they are not meant to describe or replace the expectations and values of particular departments, chairs, or administrators. Please respond to the prompts that are useful to you and refer to your department for further guidance.

### Course Design

**What are students expected to learn in your course, and why?**

- How does your course address current issues in the discipline?
- How does your course fit within the learning goals of the department/program, major/minor, or Dartmouth curriculum?
- How are your course's learning outcomes calibrated to the level of students it engages?
- Do you include course learning outcomes in your syllabus, Canvas site, and other course materials?

**What content, materials, and learning activities do you use and why?**

- How do activities, assignments, and assessments provide opportunities for practice and feedback on important skills and concepts?
- How have you included diverse perspectives in your course content?
- How do your course activities, assignments, and assessments allow students to demonstrate their learning in relation to the course learning outcomes?

### Teaching Practices

**How do you contextualize each class session?**

For example, do you:

- Share learning outcomes for each class session
- Situate class sessions with other sessions or within the course as a whole
- Provide, or ask students to provide, takeaways for each class session

**How do you carry out the plan for each class session?**

For example, do you:

- Start and end on time
- Use appropriate pacing and inform students of time for session components
- Follow a well-organized structure
- Employ a variety of classroom learning experiences, modes, and media

**How do you convey the content and its relevance?**

For example, do you:

- Communicate concisely, legibly, and audibly
- Use accessible, comprehensible materials and media
- Give, or ask students to provide, real-world examples
- Connect content to students' prior knowledge, coursework, or future careers
- Gauge and adapt to students' level of understanding and interest

**What opportunities do you give for the students to practice the content?**

For example, do you:

- Pause to let students think or ask questions
- Pose questions to further student thinking
- Implement activities to help students practice learning outcomes
- Facilitate students' reflection about their learning
- Give students feedback about their learning

**How do you create a positive classroom climate?**

For example, do you:

- Use, or ask students to provide, multiple and varied examples
- Interact with students before/after class
- Use student names

- Encourage student contributions and normalize mistakes
- Communicate care and confidence in students
- Use inclusive language
- Invite student input, feedback, or choice
- Facilitate student-student interactions and learning

## Student Outcomes & Perceptions

**How do you gather information and feedback from students?**

For example, do you:

- Use a pre-course survey to learn about students' academic preparation, learning needs, interests, and identities prior to the start of the course
- Encourage students to engage with you during office hours
- Invite and respond to mid-course feedback about students' experiences in the course
- Read, reflect on, and incorporate feedback from end-of-term course assessments
- Report back to students on their feedback responses and your reflections on it?

## Reflection & Iterative Growth

**What are the values behind your approach to teaching?**

- Consider major student learning outcomes, your approach to structuring a course, and techniques used to engage and assess students
- Are your values and practices in alignment?

**How do you know how well your approaches to teaching are working?**

- How do you incorporate feedback (e.g. from peer observations, student course assessments, and informal student input) into your teaching?
- How do you decide which feedback is valuable and which to ignore?
- What resources do you use for improving your teaching (literature, colleagues, DCAL, LDI, etc.)?

## Mentoring & Advising

**How do you mentor and advise students?**

For example, do you:

- Draw from evidence-based approaches for effective mentoring, e.g. NASEM recommendations
- Make yourself available through regular meetings, office hours, or an open door policy
- Establish guidelines for communication
- Develop and share a mentoring philosophy and compact with mentees including both mentor and mentee expectations

- Define goals for mentee plans and growth in collaboration with the mentee (e.g., through use of individual development plans)
- Support dissemination of research by mentees (publications, presentations, posters, etc.)
- Support the student's overall wellbeing; Intervene where needed on mentee's behalf

## Service, Scholarship, Community, & Professional Development

**In what ways do you participate in or contribute to the broader teaching community, both at Dartmouth and beyond?**

For example, have you:

- Participated in teaching professional development activities such as institutes and workshops with DCAL and LDI?
- Submitted scholarly publications or internal or external grant applications related to teaching?
- Created and/or coordinated workshops, resources, or conference presentations on teaching topics for peers?
    - Held a leadership role in improving teaching in your department or more broadly through
    - Curricular planning
    - Committee work
    - Mentoring
    - Participating in classroom peer observations