Instructor Self-Evaluation Framework [Non-Fillable]

The instructor self-evaluation framework is intended as a developmental tool to help instructors reflect on their own teaching performance and identify strengths and areas of growth. The framework is informed by the University of Tennessee’s [Principles of Excellence in Teaching (PoET](https://teaching.utk.edu/about/utk-teaching-principles/)), which provides a shared definition of teaching.

**Instructions:**

1. **Gather Pertinent Documents:** Before beginning the self-evaluation process, collect and examine pertinent documents (e.g., syllabi, assignments, student evaluations, teaching philosophy, etc.). Continually refer to these materials as you proceed through the evaluation.
2. **Read Each Statement Carefully**: Take your time to understand every statement thoroughly. Answer each statement honestly and to the best of your knowledge and understanding.
3. **Rate Your Performance**: Reflect on your teaching over the past semester and give yourself a rating for each item. If you rate yourself at mastery (4), proficient (3), and/or developing (2) for any of the categories, make sure to provide specific evidence from your materials.
4. **Complete Your Self-Reflection or Meet with an Observation Partner (s):** After you have completed the self-assessment, use the self-reflection exercise to help you process your assessment and consider areas for growth. If this evaluation is being paired with a peer observation, schedule a meeting with your observation partner(s) to discuss and review your teaching practices together before completing the self-reflection exercise.

**Recommendations for the Effective Use of the Self-Evaluation Tool:**

To optimize benefits of this self-evaluation tool, we recommend the following:

1. **Schedule a Reflection**: Dedicate time at the end of each semester or academic year to engage with the self-evaluation instrument.
2. **Complete Regular Comparative Analysis:** Review previous self-evaluations alongside your current one to get a better understanding of how your teaching has evolved over time. This practice will allow you to identify areas where you have made significant improvements, maintained strong performance, or may need further development.
3. **Perform a Holistic Review:** Pair this self-assessment with your peer observation for a comprehensive review of your teaching practice.

The comparison between your self-perception and external observation offers valuable insights into your instructional approach.

By following these recommendations, you can create a robust framework for continuous professional development and enhance your teaching effectiveness.

**Instructor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| 1. **CLARITY IN COURSE DESIGN AND COMMUNICATION**
 |
| **1.1 Clarity and Alignment** | **Mastery (4)** | **Proficient (3)** | **Developing (2)** | **Area of Improvement (1)** |
| I design my curriculum with clarity and alignment across course outcomes, activities, and assessments to foster an environment conducive to high-level learning. | My curriculum is structured with clear course outcomes, with some effort towards alignment between activities and assessments. | In developing my curriculum, I aim for clear outcomes, activities, and assessments that align with one another, acknowledging there's still work to be done for consistent coherence. | Aligning outcomes, activities, and assessments within my curriculum has not yet been a focus of mine. |
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| **1.2 Communication of Course Goals and Policies** | I actively communicate course goals and policies to clearly convey what students need to learn and why it matters, making sure they grasp the relevance and context behind each course goal to enhance their motivation to learn. | I communicate course goals and policies with clarity and detail and explain their relevance and importance but need to check student understanding of the goals more frequently. | I state the course goals and policies and occasionally convey their importance but need to reinforce their relevance and check student understanding more frequently. | Communicating course goals and policies and their practical importance has not yet been a focus of mine. |
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| **1.3 Communication of Learning Expectations** | I communicate high expectations for student learning while proactively ensuring that they receive ample resources, tools, and support for every assignment. | I communicate expectations for student learning and provide an adequate range of resources, tools, and support to meet students' needs for success. | I am working on communicating clear learning expectations and increasing access to resources, tools, and support to better facilitate student success. | Communicating high learning expectations and offering extensive support has not yet been a focus of mine. |
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| 1. **CLARITY IN COURSE DESIGN AND COMMUNICATION**
 |
| **1.1 Clarity and Alignment** | **Evidence** |
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| **1.2 Communication of Course Goals and Policies** |  |
| **1.3 Communication of Learning Expectations** |  |

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| 1. **APPROACHABILITY, EMPATHY, AND RESPECT FOR ALL STUDENTS**
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| **2.1 Rapport and Equitable Relationships** | **Mastery (4)** | **Proficient (3)** | **Developing (2)** | **Area of Improvement (1)** |
| I proactively establish positive rapport with students, by building equitable relationships with them to increase a sense of value and respect for all students. | I maintain respectful rapport with students and foster an environment where relationships are generally equitable and promote mutual respect. | I am starting to form a positive relationship with students, learning to adjust for diverse abilities and striving to treat students equitably to promote their sense of value and respect. | Establishing positive rapport and building equitable relationships with students is not yet a focus of mine. |
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| **2.2 Welcoming and Belonging** | I proactively take measures to ensure a welcoming and belonging learning environment that supports diverse perspectives. | I work to make my classroom welcoming and appreciate diversity in learning settings though it could be more activelysupportive. | I am developing a more inclusive classroom but must further prioritize actions that foster a sense of welcome and belonging. | Creating a fully welcoming space that supports diverse perspectives is not yet a focus of mine. |
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| **2.3 Compassion and Empathy** | I excel in creating a learning environment where approachability, openness, and honesty are central. I treat each student as an individual deserving of compassion and respect, while ensuring that students are challenged to reach their full potential. | I show compassion and empathy toward students while upholding academic standards but strive for greater consistency in approachability and understanding individual needs. | I am learning to effectively balance compassion and empathy with academic rigor in my interactions with students. | Having compassion and empathy for students while maintaining academic rigor is not yet a focus of mine. |
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| **2. APPROACHABILITY, EMPATHY, AND RESPECT FOR ALL STUDENTS** |
| **2.1 Rapport and Equitable Relationships** | **Evidence** |
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| **2.2 Welcoming and Belonging** |  |
| **2.3 Compassion** **and Empathy** |  |

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| 1. **ENGAGING AND STUDENT-CENTERED CLASSROOM-TEACHING**
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|  | **Mastery (4)** | **Proficient (3)** | **Developing (2)** | **Area of Improvement (1)** |
| **3.1 Fostering an Engaging Learning Environment** | I create a dynamic environment that encourages students to actively participate & provides frequent meaningful opportunities to apply their knowledge. | I maintain a learning environment that promotes student participation and generally supports interest in course content. | I am working towards creating more active engagement in my learning environment to better stimulate student participation. | Developing an actively engaging learning environment is not yet a focus of mine. |
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| **3.2 Frequent Student Feedback** | I offer frequent and actionable feedback that enhances student understanding of the course content & supports their development as they seek to achieve the course learning outcomes.  | I provide regular feedback that is clear and useful, helping students grasp course concepts and guiding them toward meeting the learning outcomes. | I am working on offering consistent feedback that aims to clarify course material and assist students in their efforts to meet learning objectives. | Providing frequent and actionable feedback to students is not yet a focus of mine.  |
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| **3.3 Adaptive Teaching Practices** | I adapt my teaching strategies throughout the semester to meet student learning needs and support students in achieving the course learning outcomes. | I adjust my teaching methods as needed to support student learning and help them work towards the course objectives, though I find some strategies difficult to adapt. | I am learning to identify when changes in my teaching approach may be necessary and make occasional modifications with the aim of meeting student needs and achieving the course goals. | Improving my adaptive teaching practices to student needs is not yet a focus of mine. |
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| **3. ENGAGING AND STUDENT-CENTERED CLASSROOM-TEACHING** |
|  | **Evidence** |
| **3.1 Fostering an Engaging Learning Environment** |  |
| **3.2 Frequent Student Feedback** |  |
| **3.3 Adaptive Teaching Practices** |  |

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| 1. **REFLECTIVE IMPROVEMENT OF TEACHING**
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| **4.1 Continuous Professional Development** | **Mastery (4)** | **Proficient (3)** | **Developing (2)** | **Area of Improvement (1)** |
| I consistently enhance my teaching expertise through ongoing commitment to learning and growth, integrating the latest research and best practices into my curriculum and sharing my insights to foster collective growth. | I participate in some professional development activities and apply relevant research and best practices to enhance my curriculum. | I am seeking additional professional development opportunities to more effectively incorporate best practices and evidence-based methods into my teaching. | Participating in continuous professional development is not yet a focus of mine. |
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| **4.2 Self-reflection** | I assess and refine my teaching strategies and materials through continuous reflection, personalizing the educational journey to keep all students engaged and supported. | I reflect on my teaching methods periodically, making some adjustments to support student learning. | I am cultivating a habit of self-reflection to identify areas where my teaching can adapt more effectively to student needs. | Becoming more reflective in my teaching practice is not yet a focus of mine. |
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| **4.3 Seeking Feedback** | I continually seek feedback on my teaching and regularly update my course content based on constructive comments. | I seek feedback on my teaching and make occasional updates to course content. | I sporadically seek feedback on my teaching and periodically use it to review my course content for potential updates. | Improving my teaching methods through peer and/ or student feedback is not yet a focus of mine. |
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| **4. REFLECTIVE IMPROVEMENT OF TEACHING** |
| **4.1 Continuous Professional Development** | **Evidence** |
|  |
| **4.2 Self-reflection** |  |
| **4.3 Seeking Feedback** |  |