Teaching Self-Reflection Form for Teaching Assistants (TAs)

| Name (TA): |
| --- |
| TA Position *(e.g., laboratory instructor, recitation leader, full responsibility lecturer, etc.)*: |
| Email: |
| Department/College: |
| Department Supervisor/Graduate Advisor: |
| Faculty Course Instructor *(if applicable)*: |
| Course & section number: |
| Course format (e.g., in person, online) |
| Class days, time, & location: |
| Enrollment: |
| Date of Reflection: |
| *Please complete this form based upon your department’s requirements. Rate yourself on the items below as they pertain to your teaching assignment (e.g., laboratory instructor, recitation leader, full responsibility lecturer, etc. ) Submit the form to your department’s representative for TA evaluation.* |

**Rating Scale**:

1. I urgently need help in this area

2. This would be an important area on which to get some assistance and feedback

3. I am really unsure of my effectiveness in this area

4. This might need work but it is not a high priority

5. I am confident that this is working well

| **Self-reflection categories and items** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- |
| 1. **Teaching Competence and Skills**
 |  |  |  |  |  |
| 1. My knowledge of the subject is up to date and relevant.
 |  |  |  |  |  |
| 1. The assumptions I make about students’ entering abilities are explicit, reasonable, and accurate.
 |  |  |  |  |  |
| 1. My class sessions have clear goals, and student learning outcomes are clearly explained and well-structured to assist students’ learning.
 |  |  |  |  |  |
| 1. I have an efficient system to gather feedback on student progress in order to adjust my teaching as necessary.
 |  |  |  |  |  |
| 1. The strategies I use in class guide students to be independent learners.
 |  |  |  |  |  |
| 1. I am able to gain students’ active participation and interest in the topic.
 |  |  |  |  |  |
| 1. I use a variety of teaching methods, such as lecture, discussion and group work, including methods that are particularly appropriate for my discipline.
 |  |  |  |  |  |
| 1. **Assessment of Student Learning**
 |  |  |  |  |  |
| 1. I provide frequent feedback on student progress in order to improve learning.
 |  |  |  |  |  |
| 1. Ongoing and final assessments are appropriate for the topic.
 |  |  |  |  |  |
| 1. I use a variety of methods to assess student learning.
 |  |  |  |  |  |
| 1. Success is possible for all students in my class.
 |  |  |  |  |  |
| 1. I use rubrics, answer keys, and clear criteria to ensure that students are graded uniformly and fairly.
 |  |  |  |  |  |
| 1. **Course Design & Syllabus**
 |  |  |  |  |  |
| 13. Student learning outcomes are clearly specified for students in the syllabus. |  |  |  |  |  |
| 14. The course is designed before the start of the semester and there are few schedule changes, except for unforeseen circumstances. |  |  |  |  |  |
| 1. **Organization and Preparation**
 |  |  |  |  |  |
| 15. I come prepared and ready for each class. |  |  |  |  |  |
| 16. I am able to manage class time and activities so that classes run smoothly and time is used well. |  |  |  |  |  |
| 17. Materials are available for students when needed and are appropriate for the topic and learning outcomes. |  |  |  |  |  |
| 18. Students know what they need to do to be successful in the course. |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| 1. **Enthusiasm and Rapport**
 |  |  |  |  |  |
| 19. The atmosphere in class is conducive to student-student interaction. |  |  |  |  |  |
| 20. My classes challenge and extend students’ assumptions, competence, and understandings. |  |  |  |  |  |
| 21. Students are able to ask questions in class and are comfortable in seeking help outside of class. |  |  |  |  |  |
| 22. Students perceive me as being available to discuss their concerns about their progress and their understanding and difficulties of the course. |  |  |  |  |  |
| 23. Students know that I care about their learning. |  |  |  |  |  |
| 1. **Accounting for Students’ Diverse Abilities, Interests, and Cultural Backgrounds**
 |  |  |  |  |  |
| 24. I take steps to know who my students are and take into account their differences in learning preferences, abilities/disabilities, and cultures. |  |  |  |  |  |
| 25. I work to become aware of my own biases, assumptions, and values and how they can affect my interactions with students. |  |  |  |  |  |
| 1. **Appropriate Workload**
 |  |  |  |  |  |
| 26. I am able to determine the correct amount of work appropriate for the students and their stages in the learning process. |  |  |  |  |  |
| 27. The level of difficulty is appropriate for the students’ level in the course. |  |  |  |  |  |

In reviewing this form, I would say my **overall appraisal of the quality of my teaching is (*Check one item below.*):**

\_\_\_\_ Poor \_\_\_\_ Fair \_\_\_\_ Good \_\_\_\_ Excellent

Add a page if you would like to write additional reflections of your teaching.

*Note: Contact your department for any requirement of written reflections to be submitted with this form.*