

**[DEPT] Self-reflective teaching statement for annual merit review
[TEMPLATE]¹**

[NOTE THAT ALL HIGHLIGHTED TEXT IS INTENDED TO BE MODIFIED OR DELETED. ALL OTHER TEXT MAY BE LEFT AS IS OR MODIFIED TO FIT DEPARTMENTAL NEEDS. IN PARTICULAR, MANY OF THE EXAMPLES BELOW REPRESENT DIFFERENT WAYS OF ASKING SIMILAR QUESTIONS - WE RECOMMEND INCLUDING ONLY A SUBSET OF THE EXAMPLE GUIDING QUESTIONS (4-6) IN YOUR DOCUMENT].

Reflect on your teaching during the past calendar year. The purpose of this statement is to demonstrate active development of your teaching practices. The [insert appropriate body] will use your statement as part of the merit evaluation process. Your reflection should address one or more of the following guiding questions. You do not have to answer all of the questions.

Please limit your response to no more than 2 single spaced pages.

- 1) Which aspects of your courses and/or teaching proved to be particularly effective and/or ineffective? How did you assess efficacy?
- 2) How did your courses go? Please comment on achievement of course goals, level of student engagement, student learning outcomes, and anything else that seems important to you. You may want to address aspects of your teaching that proved to be particularly effective or ineffective. You may focus on one course or several courses.
- 3) How have you structured your courses and/or teaching to integrate student learning objectives/goals?
- 4) If your syllabi do not contain learning goals, describe your course learning goals and how they relate to course assignments, activities, and assessments.
- 5) What if any teaching innovations did you introduce in your classes over the past year?
- 6) Do you incorporate current issues from your discipline into your classes, and if so, how?
- 7) What opportunities do you provide your students for real-time feedback on their learning (e.g., clickers, short quizzes, question periods)?
- 8) Did you attend a teaching development workshop this past year? What did you learn from that experience?
- 9) How have your efforts and reflections informed changes you have made and/or will make to your teaching practices?
- 10) What changes did you introduce in your classes and why?
 - a) What adjustments did you make in response to prior course feedback (e.g., FCQs, peer observation, FTEP observation, surveys)?

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- b) What steps have you taken to develop your knowledge about effective teaching practices, methods, or materials? You may wish to mention any FTEP, ASSETT, or COLTT sessions that you attended; discussions with colleagues; or any reading in pedagogical scholarship. How have these opportunities initiated reflection about your teaching and what concrete changes did they inspire?
 - c) If you made other changes, describe them and explain your rationale.
- 11) What steps do you take to evaluate the quality of student understanding?
 - 12) What steps have you taken to evaluate student learning in a formative as well as summative fashion? (Formative assessments are low-stakes opportunities to *monitor* student learning and are typically not graded or only assigned points based on completion. Summative assessments are high-stakes measures used to *evaluate* student learning and are graded for correctness/quality (e.g., quizzes, exams, projects)).
 - 13) Describe the teaching accomplishment(s) from the past year that you value the most.
 - 14) What other teaching contributions, challenges, or concerns would you like to share?