

State University of West Georgia
SELF-EVALUATION OF TEACHING METHODS AND EFFECTIVENESS

(To be submitted by each member of the teaching faculty at the close of the Spring Semester and at the time he or she is being considered for promotion or tenure. The 12 months immediately before the date submitted are the period to be covered.)

Name of faculty member _____ Date _____

Computer Code Symbol _____

Courses Taught		
Course Semester /No.	Title	No. Of Students

INSTRUCTIONS: on the scale to the right of each statement, check the letter representing the degree of practice as explained below. If the item is appropriate for some courses and not for others, consider the courses for which appropriate and note courses to which item is inapplicable on the back of this sheet. Make any other explanatory notes you consider necessary on the back of the sheet.

SCALE:

- A – To maximum degree practicable.
- B – To a significant degree.
- C – To some extent.
- D – No.
- E – Not applicable to courses.

EFFORTS TO INCREASE TEACHING EFFECTIVENESS:

		A	B	C	D	E
1	I studied the results of the Student Course Evaluations for the purpose of improvement.					
2	I read books or articles on instructional techniques or innovative methods.					
3	I discussed instructional techniques or innovative methods with my colleagues.					
4	I endeavored to make my courses more interesting and effective.					

EFFORTS TO INSURE THAT COURSE CONTENT IS CURRENT AND COMPREHENSIVE:

		A	B	C	D	E
5	I reviewed recent publications in my field.					
6	I discussed course content with colleagues at other colleges.					
7	I attended professional meetings.					
8	I coordinated course content with teachers of related courses.					
9	In multi-section courses, I followed the departmental syllabus.					

EFFORTS TO PLAN, DESIGN, OR REDESIGN THE COURSES:

		A	B	C	D	E
10	I published and distributed to each student the course objectives and syllabi.					
11	I made available to students an outside reading list or list of publications.					
12	I covered the knowledge points or skills necessary for students to progress to courses for which my courses were prerequisites.					
13	I followed my course syllabi.					

EFFORTS TO INCREASE STUDENT INTEREST AND PARTICIPATION:

		A	B	C	D	E
14	I attempted to effect student participation and involvement.					
15	I related the course contents to the students' perceived needs.					
16	I utilized instructional aids such as films, slides, transparencies, charts, TV, audiotapes, and models.					
17	I utilized such techniques as field trips, guest speakers, case studies, and panel discussions to increase student interest and to improve learning.					

EFFORTS TO EVALUATE INSTRUCTIONAL EFFECTIVENESS AND TO BRING STUDENT PERFORMANCE TO STANDARDS:

		A	B	C	D	E
18	I devised and used throughout the courses methods to determine the progress students were making toward course objectives.					
19	I kept each student informed throughout the courses of the degree to which he or she was doing satisfactory work.					
20	I held personal conferences to individualize instruction.					
21	I required students to redo unsatisfactory work.					
22	I offered extra instruction to weaker students.					
23	I made a conscientious effort to bring weaker students' performance up to standard before I awarded them an unsatisfactory grade.					

RESULTS OF MY INSTRUCTIONAL EFFORTS:

		A	B	C	D	E
24	Course objectives were accomplished.					
25	I increased student interest in the field.					
26	I attempted to engender an attitude appropriate for the student to successfully and meaningfully recognize the challenges of the world around him.					
27	I attempted to improve each student's written and oral communication skills.					
28	I consider that the methods used increased the analytical skills of students and their ability to be innovative and imaginative.					

Signature of Faculty Member