### https://brand.utah.edu/wp-content/uploads/sites/69/2021/08/universityofutah-logo-1.png

**Teaching Excellence & Development Framework
Instructor Reflection Form**

**Instructor Name**:

**Department**:

**College**:

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| Describe the course(s) or experience(s) on which you are reflecting |
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### Overview

Instructor reflection can be a valuable tool to identify opportunities for improving your teaching practice and to document your developmental journey over time. It can also serve as a record of your teaching, which can be included in awards or review files.

Reflection is a critical piece in recognizing how your teaching is going and areas in which you might improve. This introspective process can occur at various intervals: prior to or following a class session, on a semester or mid-semester basis, or annually. Reflection may pertain to a specific course, your overall teaching approach, or to other areas, including mentoring, research and service. Engaging in regular reflection will accelerate your personal and professional growth.

The University of Utah defines outstanding teaching across five thematic areas. These areas with descriptions provide a common framework for course-based instructional activities. We have designed three different Instructor Reflection forms for you to use based on your needs. All of the forms align with the [Outstanding Teaching Framework](https://cte.utah.edu/teaching-framework/) and the [Definition of Outstanding Teaching](https://cte.utah.edu/teaching-framework/definition/).

* The Long Form is the most comprehensive form and is recommended for end-of-semester or annual reflections.
* The Short Form is a condensed version of the Long Form and is recommended for mid-semester or end-of-semester reflection.
* The Event Form is a simplified form providing space for you to reflect on what happened and what you can learn from it.

All three forms are included below. Use the form that best suits the nature and scope of your reflection.

**Teaching Excellence & Development Framework
Instructor Reflection**

**Long Form***Recommended for end-of-semester or annual reflection*

**Using this form.** During your reflection think of specific examples from your teaching. These examples can cover both positive and constructive aspects. Using these examples, consider the situations from both your perspective and that of a student. Try to identify how you arrived at your impressions or conclusions. Before completing your reflection, consider reviewing the [Definition of Outstanding Teaching](https://cte.utah.edu/teaching-framework/definition/).

Select the most appropriate response option for each item based on your reflection. Use the comment space to identify what is working well or to describe how you can improve.

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| I Foster Development by |
| Fostering student development in discipline-specific language and approaches | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Modeling and developing mindful, ethical, inclusive, and responsible behavior in instructional environments | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Recognizing power differentials between professor, instructors, graduate students, and students | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Fostering students’ ability to assess learning and adjust their learning strategies | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Developing habits of professional responsibility | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| I Promote Deep Engagement by |
| Creating learning objectives and experiences that are challenging yet attainable | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Using rigorous content that is informed by theory, research, evidence, and context | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Providing materials, cases, or applications that include diverse experiences, perspectives, or populations | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Incorporate Promising Teaching Practices |
| Creating an environment conducive to intellectual risk-taking | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Utilizing relevant strategies and tools to provide students access to course materials, grades, and other feedback | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Applying multiple techniques and strategies to reach all students in an inclusive, accessible, and culturally responsive way | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Managing teaching and learning effectively: planning activities, managing time and student participation | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Using active learning strategies to promote the development of content mastery | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Fostering the translation of learning and problem-solving skills to different and changing contexts | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Following university policies and procedures regarding instructional practices and maintain course policies that are applied uniformly and fairly | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| I Utilize Assessment Practices by |
| Using assessments at timely intervals throughout the course | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Providing specific, regular, and timely feedback tied to performance criteria | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Using transparent assessment processes with clear standards tied to learning objectives | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Demonstrating the effectiveness of instruction through measures of student mastery of learning objectives | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Pursue Ongoing Instructional Improvement |
| Utilizing feedback from a variety of sources to inform teaching practices | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Reflecting on practices, experiences and integrate new knowledge | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |
| Seeking out pedagogical approaches to improve teaching practices | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:*  |

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| **Reflection Summary**. Use this space to summarize your reflection. Here are some questions to consider: What went well?  What (or who) contributed to it going well?  What is the evidence that it went well?  Did it go well for everyone, instructor and all students?  Did it go better for some and not all?  What went poorly?  How do you know it went poorly?  What could you have done in preparation to prevent it going poorly?  What could you have done in the moment to alleviate it going poorly?  What will you do differently in the future? |
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| **Goals.** Describe your goals based on this reflection. You can use the [Definition of Outstanding Teaching](https://cte.utah.edu/teaching-framework/definition) to guide this process. Choose only one or two thematic areas or specific sub-areas to focus on, rather than trying to improve many things at once. Consider what resources and tools you have to help you improve. |
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| **Thematic Area.** Select the thematic areas from the [Definition of Teaching Excellence](https://cte.utah.edu/teaching-framework/definition/) to which your goals apply. (select all that apply) |
| Foster Development | Promote Deep Engagement | Incorporate Promising Teaching Practices | Utilize Assessment Practices | Pursue Ongoing Instructional Improvement |

**Teaching Excellence & Development Framework
Instructor Reflection**

**Short Form***Recommended for mid-semester or end-of-semester reflection*

### I foster development by

* Fostering student development in discipline-specific language and approaches
* Modeling and developing mindful, ethical, inclusive, and responsible behavior in instructional environments
* Recognizing power differentials between professor, instructors, graduate students, and students
* Fostering students’ ability to assess learning and adjust their learning strategies
* Developing habits of professional responsibility

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| Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| Describe ways you foster development or how you can improve: |
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### I promote deep engagement by

* Creating learning objectives and experiences that are challenging yet attainable
* Using rigorous content that is informed by theory, research, evidence, and context
* Providing materials, cases, or applications that include diverse experiences, perspectives, or populations

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| --- | --- | --- | --- | --- | --- |
| Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| Describe ways you promote deep engagement or how you can improve: |
|  |

### I incorporate promising teaching practices by

* Creating an environment conducive to intellectual risk-taking
* Utilizing relevant strategies and tools to provide students access to course materials, grades, and other feedback
* Applying multiple techniques and strategies to reach all students in an inclusive, accessible, and culturally responsive way
* Managing teaching and learning effectively: planning activities, managing time and student participation
* Using active learning strategies to promote the development of content mastery
* Fostering the translation of learning and problem-solving skills to different and changing contexts
* Following university policies and procedures regarding instructional practices and maintain course policies that are applied uniformly and fairly

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| --- | --- | --- | --- | --- | --- |
| Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| Describe ways you incorporate promising teaching practices or how you can improve: |
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### I utilize assessment practices by

* Using assessments at timely intervals throughout the course
* Providing specific, regular, and timely feedback tied to performance criteria
* Using transparent assessment processes with clear standards tied to learning objectives
* Demonstrating the effectiveness of instruction through measures of student mastery of learning objectives

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| --- | --- | --- | --- | --- | --- |
| Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| Describe ways you utilize assessment practices or how you can improve: |
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### I pursue ongoing instructional improvement by

* Utilizing feedback from a variety of sources to inform teaching practices
* Reflecting on practices, experiences and integrate new knowledge
* Seeking out pedagogical approaches to improve teaching practices

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| --- | --- | --- | --- | --- | --- |
| Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| Describe ways you pursue ongoing instructional improvement or how you can improve: |
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| **Reflection Summary.** Use this space to summarize your reflections. Here are some questions you can consider: What went well?  What (or who) contributed to it going well?  What is the evidence that it went well?  Did it go well for everyone, instructor and all students?  Did it go better for some and not all?  What went poorly?  How do you know it went poorly?  What could you have done in preparation to prevent it going poorly?  What could you have done in the moment to alleviate it going poorly?  What will you do differently in the future? |
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| **Goals.** Describe your goals based on this reflection. You can use the [Definition of Outstanding Teaching](https://cte.utah.edu/teaching-framework/definition/) to guide this process. Choose only one or two thematic areas, or specific sub-areas, to focus on your improvement, rather than trying to improve many things at once. Consider what resources and tools you have to help you improve |
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| **Thematic Area.** Select the thematic areas from the [Definition of Teaching Excellence](https://cte.utah.edu/teaching-framework/definition/) to which your goals apply. (select all that apply) |
| Foster Development | Promote Deep Engagement | Incorporate Promising Teaching Practices | Utilize Assessment Practices | Pursue Ongoing Instructional Improvement |

**Teaching Excellence & Development Framework
Instructor Reflection**

**Event Form***Simplified form to reflect on what happened and what you can learn from it*

**Using this form**. Use this form to reflect on a specific event, either a class period, a specific event in a class, or perhaps a mentoring situation. Consider using this form to improve in a specific area of your teaching. Make this event as specific and concrete as possible. Describe the event as objectively as possible. Consider the situation from all perspectives. Try to identify how you arrived at your impressions, conclusions, or actions. What went well and that you would like to implement in other situations? What didn’t go as well as it could have and that you would like to improve? What resources do you have to help you improve? What goals do you have subsequent to this reflection?

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| What happened? |
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| What can you learn from this event? |
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| How can you apply what you learned? |
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| Goals. Describe your goals based on this reflection. You can use the [Definition of Outstanding Teaching](https://cte.utah.edu/teaching-framework/definition/) to guide this process. Choose only one or two thematic areas, or specific sub-areas, to focus on your improvement, rather than trying to improve many things at once. Consider what resources and tools you have to help you improve. |
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| **Thematic Area.** Select the thematic areas from the [Definition of Teaching Excellence](https://cte.utah.edu/teaching-framework/definition/) to which your goals apply. (select all that apply) |
| Foster Development | Promote Deep Engagement | Incorporate Promising Teaching Practices | Utilize Assessment Practices | Pursue Ongoing Instructional Improvement |