

Point value for each item is from 1 to 4 – the same as the response labels. Maximum possible points = 100. The higher the score the more confident teaching professionals feel about their knowledge and skills. Each department or college should determine acceptable

Teaching and Learning Competency Self Assessment CEET Initiative on Teaching and Learning

Jule Dee Scarborough (2006)

Please respond to each question about the level of knowledge, skill, and confidence you feel you have.

1. Design and develop courses where student learning objectives and outcomes are clear and distinctly different.

1 <i>Lack sufficient knowledge, skills, confidence to apply</i>	2 <i>Possess some knowledge and skills, but lack sufficient confidence to apply</i>	3 <i>Possess some knowledge and skills; feel somewhat confident to apply</i>	4 <i>Possess high level knowledge and skills; confident to apply</i>
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2. Designing and developing a logical and organized course where course syllabi are structured such that students fully understand what is to happen for the entire semester; where the syllabus is the course map for both myself (professor) and the students; where the syllabus provides all information about objectives, course content, timeline, course requirements, student learning assessments (tests, projects, etc.) grading structure and criteria, etc.

1 <i>Lack sufficient knowledge, skills, confidence to apply</i>	2 <i>Possess some knowledge and skills, but lack sufficient confidence to apply</i>	3 <i>Possess some knowledge and skills; feel somewhat confident to apply</i>	4 <i>Possess high level knowledge and skills; confident to apply</i>
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3. Providing learning activities that align with the syllabus, course content identified in the syllabus; adhering to the timeline in the syllabus; and leading student learning without significant distractions or deviations unrelated to content where each lesson and learning activity are directly related and add value; where no unplanned, last minute, or major assignments not identified on the syllabus are imposed upon students unexpectedly.

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4. Designing a total student assessment system where there is a great variety of types of student learning assessment, tests, quizzes, case studies in industry, literature studies, research, papers or other writing assignments, projects, presentations, portfolios, etc.

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5. Designing student assessments that directly align and measure knowledge and/or skills itemized on course syllabi.

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6. Implementing a student learning assessment strategy throughout the course where feedback on all student assignments, or learning assessments is immediate (or reasonably timed, e.g. 2 weeks); in other words, students receive feedback from the professor on grades or scores for tests, projects, etc. that can be considered immediate in the university schedule context, e.g. 1-3 classes later.

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7. Designing and developing instruction using Bloom’s Taxonomy of levels of learning where the upper levels of Bloom’s are achieved many times throughout the course, e.g. levels-knowledge, comprehension, application, synthesis, analysis, and evaluation.

1	2	3	4
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8. Designing and developing student learning assessments, e.g. tests, performances, using Bloom’s Taxonomy of levels of learning where the upper levels of Bloom’s are achieved many times throughout the course, e.g. levels-knowledge, comprehension, application, synthesis, analysis, and evaluation.

1	2	3	4
<i>Lack sufficient knowledge, skills, confidence to apply</i>	<i>Possess some knowledge and skills, but lack sufficient confidence to apply</i>	<i>Possess some knowledge and skills; feel somewhat confident to apply</i>	<i>Possess high level knowledge and skills; confident to apply</i>

9. Developing a course using the “reversed design” process.

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<i>Lack sufficient knowledge, skills, confidence to apply</i>	<i>Possess some knowledge and skills, but lack sufficient confidence to apply</i>	<i>Possess some knowledge and skills; feel somewhat confident to apply</i>	<i>Possess high level knowledge and skills; confident to apply</i>

10. Designing and developing traditional tests that directly measure what students are responsible for learning from professors and other sources or activities identified in the syllabi; where the items are an adequate sample of the content domain and the item types are appropriate to the purposes of the test; where the items require thinking at the upper levels of Bloom’s Taxonomy; where the scoring and grading procedures are transparent to the student and as objective as possible; where each item can be traced directly back to the standards, student learning objectives, text and source information, and learning experiences.

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11. Performing test analysis involving statistical analysis of students’ responses; obtaining item statistics for judging and improving the quality of individual items and for judging and improving the quality of instruction.

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12. Developing student performance tasks to measure what students can do with knowledge; where there is a direct link to traditional tests; which move student learning assessment from “knowing about” to “performing or doing-using knowledge”; where the upper levels of Bloom’s Taxonomy or levels of learning are demonstrated.

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13. Designing and developing rubrics for the purpose of scoring (grading) student performances that measure "learning by doing" where students demonstrate what they know by using knowledge to perform a task, etc.

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14. Designing and developing a course where many different teaching models are used throughout the course, e.g. lecture, direct instruction, reciprocal, reciprocal-performance, mastery learning, graphic organizers, concept attainment, conceptualization, inductive thinking, deductive thinking, concept formation, inquiry, training, synectics, psychomotor, metaphorical, non-directive, role play, cooperative/collaborative, etc..

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15. Designing and developing a course where many different teaching styles are used throughout the semester, e.g. command, practice, self-check, inclusion, guided discovery, convergent discovery, divergent production, learner-designed, learner-initiated, self-teaching styles.

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16. Designing and developing a course that accommodates different learning intelligences and student learning styles. Learning styles as: "characteristic of the cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" or "the way each learner begins to concentrate, process, and retain new and difficult information" or "concrete experience, reflective observation, abstract conceptualization, active experimentation".

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17. Designing and developing a course where the burden of learning is on the student rather than the professor; where the professor assumes instructional leadership and directs student learning, but is not entirely responsible for "imparting" all the knowledge to be learned "directly"; where students engage actively in their own learning; where lecture is not KING. BE HONEST!

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18. Designing and developing student learning activities where "cooperative" or "collaborative" learning models are used formally; where "informal", "formal", or "base" structures are used based upon Kagan or Johnson and Johnson strategies throughout the course or for major learning activities.

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19. Designing and developing student learning activities where cooperative learning in small groups provides the opportunity for students to experience accomplishing a goal together; where students would feel that they are gaining self-esteem, respect from others, that they are learning more because they are learning with others, that the experience raised everyone's learning and consequently their grades; where higher level thinking occurs because of students engaging in inquiry together, asking questions of each other; where social skills develop as an outcome; and they increase their capacity to cope with stress or adversity; especially where group learning is designed with performance criteria and where they were trained or educated about group behavior or dynamics.

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20. Designing and developing learning activities where multiple intelligences are required for learning.

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21. Designing and developing problem-based learning where: students are assigned a problem with conditions, constraints, possibilities, that require materials (sometimes), research, collaboration; where students have to take responsibility for their own learning by solving the problem, where the problem crosses the boundaries of disciplines, entwining theory and practice, where there is a focus on the processes of knowledge acquisition, rather than the products of such processes; where the professor is a facilitator rather than instructor, and students will engage in self and peer assessment.

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22. Engaging in the scholarship of teaching, research in the classroom on teaching and student learning using appropriate research design and methodology, analytical or statistical procedures, etc.

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23. Using course evaluation data or information as feedback to determine course changes.

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24. Evaluating the effectiveness of "interventions" or course changes to improve student learning.

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25. Closing the feedback loop and actually making course changes for the purpose of improving student learning.

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