

TEP Faculty Self-Assessment Guide

Kudos to you for your efforts to reflect on and assess your teaching methods and their effectiveness. Such reflection is an essential part of the feedback loop required to improve teaching and learning. This guide invites you to assess your use of teaching practices shown by research to support student learning. It may help structure specific, collegial conversations between faculty about the overall effectiveness of a class session and inform written peer reviews of teaching. Not all the items included here are relevant or possible for a given course or class session. Conversely, it may be appropriate for you to comment on practices not specifically included here.

For many of the teaching practices included in this guide, we provide references to research showing the link between the practice and enhanced learning. Many of the references also contain suggestions for implementing the practices.

Suggestions for using this guide to assess your facilitation of a class session:

1. After teaching the class session, review the course syllabus, course learning objectives, and department learning objectives so you can assess how the class session you are considering fit into the larger context of the course and curriculum.
2. Reflect on how you organized the session, the approaches and tactics you planned to use, how they worked out in practice, and the way you and your students interacted.
3. Fill out the form that starts on page 2 of this document, adding comments and notes to give a complete picture of the class session.
4. Review your self-assessment guide responses and identify one or two areas you'd like to work on. For help developing strategies for improvement, consult with the Teaching Engagement Program (tep@uoregon.edu), experienced faculty in your department, or the relevant references cited in this guide.

TEP Faculty Self-Assessment Guide

Date:			
Instructor:		Number of Students (approx.):	
Course:		Classroom Layout:	
List audio/visual media or materials used (e.g. PowerPoint, board, document camera, handouts, polling devices, etc.)		List any aspects of the physical classroom environment that might have affected the class (hot/cold, noise, etc.)	

<u>Practices</u>	<u>Yes/Mostly/ Partially/No/ Not Applicable</u>	<u>Observations and notes</u>
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<u>Preparation and Organization: Alignment</u> [1] [2]		
<i>Class session</i> learning objectives aligned with <i>overall course objectives</i> . [3] [4]		
<i>Course</i> learning objectives aligned with <i>overall departmental objectives</i> .		
<i>Class session content</i> (knowledge, skills, or abilities) and activities aligned with the <i>class session learning objectives</i> .		

<u>Preparation and Organization: Did I...</u>		
Organize the material into an obvious, explicit, and logical framework? [3]		
Show command of the material?		
Teach the class at a level appropriate for most students? [4] [5] [6]		
Connect to students' prior knowledge, lessons, assignments, and/or readings? [7] [8]		
Explore and value connections with other disciplines and/or real-world phenomena (tangible examples when they exist)? [5]		
Draw upon scholarly works, including current research/developments? [3]		
Draw upon student experience and/or current events? [5] [7]		

<u>Practices</u>	<u>Yes/Mostly/ Partially/No/ Not Applicable</u>	<u>Observations and Notes</u>
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<u>Tactics: Did I...</u>		
Provide students with learning objectives for the class session? [3] [4]		
Give the lesson outline at the beginning of class, verbally and visually (e.g., on board, slide, handout)? [3]		
Employ methods (activities, examples, audio-visual aids) broken down into steps to scaffold student learning? [4]		
Invite students into the subject matter, e.g. through storytelling [9]; compelling case studies [10]; explicit commentary about the skills, values, or formation of the discipline; etc? [11]		
Incorporate small-group discussions or problem-solving sessions into the class period? [12] [13] [14]		
Pose questions and allot time for students to discuss them? [15]		
Ask a variety of types of questions (e.g., factual, application, critical)?		
Build off student answers/comments whether correct or incorrect?		
Incorporate low-stakes assessment (such as iClicker questions, one-minute papers, muddiest point, etc.) to help you and the students gauge progress? [15] [16] [17]		
Encourage students to reflect on their learning (e.g. by asking students to write an end-of-class summary, identify the day's muddiest point, or write about what they know now that they didn't 5 weeks ago)? [17]		
Choose content to reflect a diversity of voices, where appropriate? [18] [19]		
Finish with a summary or closing activity. [3]		

<u>Mechanics: Did I...</u>		
Start and end class on time?		
Seem excited about/interested in material?		
Conduct the lesson at a pace that supported learning (i.e., not too fast or too slow, suitable for note taking, questions and reflection)?		

<u>Practices</u>	<u>Yes/Mostly/ Partially/No/ Not Applicable</u>	<u>Observations and Notes</u>
Provide adequate time for completion of in-class activities?		
Check or have an awareness of when students are lost, hurried, etc?		
Pause to ask for student questions or clarifications?		
Verify that questions are answered to students' satisfaction?		
Wait 5 - 15 sec for answers before repeating, rephrasing, or moving on, and avoid answering my own question? [20]		
Ensure that all in the classroom can hear questions and comments?		
Stay alert for raised hands?		
Encourage and facilitate dialogue, discussion, and student-student interaction for all students (e.g. help people find partners, structure activities to promote equal participation)? [11] [21] [22]		
Design the class session to be accessible and welcoming to all (e.g. pictures show a variety of races, ethnicities, and genders; names used in problems are not ethnocentric)? [11] [18] [19]		
Employ audio and/or visual media (PowerPoint, writing on board/doc cam, handouts, videos) effective for learning (readable, not too much text, etc.) and use the media skillfully? [11]		

<u>Interaction and Social Climate: Did I...</u>		
Use a system to signal beginning of class; and did students quiet quickly?		
Maintain an appropriate level of eye contact?		
Use respectful and inclusive language and work to ensure a respectful and open learning community? [11]		
Feel relaxed, in command of session, and willing to engage with students? [23]		
Use student names or make attempts to learn them? [23]		

<u>Interaction and Social Climate: Did the students...</u>		
Arrive on time and remain until dismissed?		

<u>Practices</u>	<u>Yes/Mostly/ Partially/No/ Not Applicable</u>	<u>Observations and Notes</u>
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Pay attention (e.g., not having side conversations or surfing the web [24] [25])?		
Take notes? [26]		
Gather around me after the session to speak about material?		

Overall Impressions

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