



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.

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| 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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Professional Teaching: Did I...

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| Start and end class on time? | | |
| Organize the material into an obvious, explicit, and logical framework? [1] | | |
| Provide students with learning objectives for the class session? [1] [2] | | |
| Give a lesson outline at the beginning of class, verbally and visually (e.g., on board, slide, handout)? [1] | | |
| 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 media skillfully? [3] | | |
| Employ methods (activities, examples, audio-visual aids) broken down into steps to scaffold student learning? [2] | | |
| Seem relaxed, in command of the session, and willing to engage with students? [4] | | |
| Pause to ask for student questions or clarifications? | | |
| Look out for raised hands? | | |
| Check or notice when students were lost, hurried, etc? | | |
| Ensure that all in the classroom can hear questions and comments? | | |
| Provide adequate time for completion of in-class activities? | | |

Inclusive teaching: Did I...

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| Use student names or make attempts to learn them? [4] | | |
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| Convey excitement about/interest in material and the students? | | |
| Use respectful and inclusive language and work to ensure a respectful and open learning community? [3] | | |
| 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)? [3] [5] [6] | | |
| Encourage and facilitate dialogue, discussion, and student-student interaction for all students (e.g. help people find partners, structure activities to promote equal participation)? [3] [7] [8] | | |
| Connect to students' prior knowledge, lessons, assignments, and/or readings? [9] [10] | | |
| Explore and value connections with other disciplines and/or real-world phenomena (tangible examples when they exist)? [11] | | |
| Draw upon student experience and/or current events? [9] [11] | | |
| Choose content to reflect a diversity of voices, where appropriate? [5] [6] | | |
| <u>Classroom community: did the students...</u> | | |
| Arrive on time and remain until dismissed? | | |
| Pay attention (e.g., not have side conversations or surf the web?) [12] [13] | | |
| Listen to and build on one another's ideas? | | |
| Take notes? [14] | | |
| Linger after session to speak about material? | | |

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| <u>Research-Informed Teaching: Did I...</u> | | |
| Draw upon scholarly works, including current research/developments? [1] | | |
| Invite students into the subject matter, e.g. through storytelling [15]; compelling case studies [16]; explicit commentary about the skills, values, or formation of the discipline; etc? [3] | | |
| Show command of the material? | | |

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| Align <i>class session</i> learning objectives with <i>overall course objectives</i> ? [1] [2] [17] [18] | | |
| Align <i>course</i> learning objectives with <i>overall departmental objectives</i> ? [17] [28] | | |
| Align <i>class session content</i> (knowledge, skills, or abilities) and <i>activities</i> with the <i>class session learning objectives</i> ? [17] [18] | | |
| 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 myself and student gauge progress? [19] [20] [21] | | |
| Teach the class at a level appropriate for most students? [2] [11] [22] | | |
| Incorporate small-group discussions or problem-solving sessions into the class period? [23] [24] [25] | | |
| Pose questions and allot time for students to discuss them? [19] | | |
| Ask a variety of types of questions (e.g., factual, application, critical)? | | |
| Wait 5 - 15 sec for answers before repeating, rephrasing, or moving on, and avoid answering my own questions? [26] | | |
| 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)? [21] | | |
| Finish with a summary or closing activity? [1] | | |

Overall Impressions

Works Cited

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