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The Teaching Self-Reflection Tool and Skills Checklist

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Table 1.1:

Lorch, Arlene. "The Teaching Skills Self-Reflection Checklist." Philadelphia, PA: Thomas

    Jefferson University.

Table 1.2

Lorch, Arlene. "Faculty Self-Reflection Tool." Philadelphia, PA: Thomas Jefferson University.

Associated Article:

Implementing Collaborative Peer Review with Occupational Therapy Faculty

Abstract:

OBJECTIVE. To provide occupational therapy faculty with a collaborative system to review and improve teaching skills within the educational program.

METHOD. Six faculty members completed a self-assessment using self-reflection tools and feedback from an interview with a fellow faculty member serving as consultant. Surveys evaluated perceptions of the experience.

RESULTS. Survey responses indicated strong approval of the peer review process as a valuable method for faculty development. Results identified aspects of the process that needed revision, specifically, the burden of time required to complete the process.

CONCLUSION. Findings support the need for a peer review process because it benefits faculty, student outcomes, and program enhancement.

KEYWORDS: Faculty evaluation, peer review, formative evaluation, summative evaluation

Tables

The lists below have examples of educator skills which reflect effective teaching as identified by a majority of Thomas Jefferson University's Occupational Therapy faculty (Lorch, 2013a; Lorch, 2013b). This is provided as a reference for you to review as you answer the questions for the teaching self-reflection document.

Table 1.1: *Teaching Skills Self-Reflection Checklist*

Organization of teaching

1. Has informed students about preparation (reading or other assignments) they should have completed prior to class
2. Arranges materials/information before class and is well-prepared for class
3. Begins class on time in an organized manner
4. There is a clear organizational plan, but instructor is flexible if adaptations to the plan are needed
5. Manages class time effectively (structures time so session objectives/topics are covered and activities implemented)
6. Adapts smoothly to back-up plan when necessary (uses board etc., if PowerPoint malfunctions, addresses misunderstandings, provides further application activities, if needed)
7. Presents the amount of material that is appropriate to allotted time and student level

Presentation of content

1. Main ideas are clear and specific
2. Provides a clear statement of the purpose of the lesson and/or overview/objectives/agenda of the lesson
3. Defines relationship of this lesson to previous lessons when relevant
4. Presents topics within a logical sequence
5. Paces lesson appropriately
6. Responds to problems raised during lesson
7. Relates assignments to objectives at some point, either 1st day of class or as it comes up
8. Distinguishes between fact and opinion

9. Relates information to future, practical real world application, depending on the content

10. Shares/encourages diverse/more than one point(s) of view (depending on the topic)

11. Shares thought-provoking info, or if basic content, makes it interesting

12. Shares up-to-date info information

13. Develops assignments and tests that are consistent with course goals

Classroom instruction

1. Instructor is clearly seen and heard

2. Introduction captures attention

3. Demonstrates command of subject matter (knowledgeable, makes accurate statements, relates current research, identifies resources and authorities)

4. Shares key terms visually (PPT, board, etc.)

5. Uses examples and analogies explain

6. Defines/explains difficult or unfamiliar terms (or directions or procedures etc.)

7. Clearly explains relationships among topics/facts/theories, especially in foundational courses etc.

8. Uses a variety of educational tools (lecture, learning activity, media, technology)

9. Uses instructional strategies that encourage student participation in the learning process (rhetorical
questions, probing questions, individual or group problem-solving tasks, learning activities at the analysis, synthesis and evaluation level)

10. Uses instructional methods that enhance learning for particular learning tasks (e.g. cooperative learning, case-based, problem-based, self-paced, etc.)

11. Uses supplemental methods/materials such as online quizzes and modules, learning activities) that are effective and enhance learning (*note: online course instruction will use a separate peer review format*)

12. Introduces and directs in-class activities effectively

13. Instructor prompts awareness of students' prior learning and experience.

14. Instructor encourages students to apply concepts to "real world" situations

15. Instructor relates class to course goals, students' personal goals, or societal concerns, if relevant to the topic

16. Covers an appropriate (not too little or too much) amount of material during class

17. PPT content clear, well organized, easily read

18. Videos, websites, and other audiovisual materials have a clear and relevant purpose

Interaction/teaching strategies in the classroom

1. Promotes student participation in classes
2. Prompts or encourages students to ask questions
3. Instructor incorporates student responses
4. Asks questions to entire class
5. Encourages students to answer each other's questions
6. Encourages student to answer difficult questions by providing cues
7. Praises student answers/uses probing questions to build on answers
8. Answers questions clearly and directly
9. Encourages critical thinking and analysis
10. Explains important ideas as simply and clearly as topic allows
11. Shows respect/sensitivity to diverse learners
12. Encourages/facilitates relevant student-led discussion
13. Guides student when s/he errs
14. Constructively admits error or insufficient knowledge (i.e., suggests options to finding correct info)

Verbal/nonverbal communication in the classroom

1. Speaks in language that is understandable
2. Articulates words and phrases clearly in a volume that can be easily heard
3. Has an appropriate rate of delivery
4. Makes eye contact with students
5. Projects confidence and enthusiasm
6. Speaks in expressive manner (not monotone) and uses gestures to emphasize points.
7. Shows respectful facial expressions
8. Appears relaxed with class
9. Does not read continually from notes or PowerPoint
10. Does not embarrass or belittle students in any way

Establishing rapport with students

1. Accessible to students outside of class (i.e., office hours, online access)
2. Admits errors with honesty/integrity
3. Responds to students by name (especially in classes of 30 or less)

4. Encourages mutual respect, honesty, and integrity among class members

5. Responds to distractions effectively

6. Encourages constructive criticism

7. Treats students/class equitably

8. Listens effectively/closely to student comments/concerns/questions

9. Warm classroom climate (students speak freely, relates to students as people, appropriate humor)

10. Responds to student misunderstanding or confusion respectfully

11. Pays attention to cues of boredom, confusion

12. Provides students opportunities to mention problems/concerns with the class, verbally or written

Table 1.1 References

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Table 1.2: *Faculty Self-Reflection Tool*

1. Describe the nature of your courses and your approach to teaching. Look over the list of teaching skills below that reflect effective teaching according to faculty survey responses. They fall under the following categories:

- organization of teaching
- presentation of content
- classroom instruction
- interaction/teaching strategies in the classroom
- verbal/nonverbal communication in the classroom
- establishing rapport with students.

Then think back to previous student course evaluations of your courses. Can you identify themes in students' comments that might relate to one or more of these categories? What are positive themes of student responses?

What are less positive or negative themes of student responses?

2. Consider the type of content, subject area or specific topics which you most enjoy teaching or feel you are most effective at teaching. What is it about this content that makes it more enjoyable or easier for you? Possible factors: interest level in the content, familiarity of the content, nature of the content, level of content (foundational vs. higher level) content; content lends itself to your teaching style; logistical considerations such as class size. Then identify:

- Subject/content I <u>most</u> enjoy teaching:
- Subject/content I <u>least</u> enjoy teaching:

Consider the type of content, subject area or specific topic which you least enjoy teaching or which you consider most challenging. What is it about this content, subject or topic that makes it more challenging for you?

3. Think of a typical class session in a course which you are comfortable teaching, comment on when you perceived the class to be most engaged and when you perceived the class to be most puzzled or confused. Can you identify what teaching methods or strategies you were using for each of these student responses?

- Students were <u>most </u>engaged when…
- Students were <u>least</u> engaged when…

4. Reflect upon your teaching, review the teaching skills checklist and ask yourself the following questions: what qualities do I possess that make me an effective teacher? What is one quality of an effective teacher I don't possess and would like to develop?

5. What activities/learning opportunities will help you to maintain and improve desirable teaching qualities? Explain what types of evidence, data, or other feedback you use to inform your teaching.

Table 1.2 References

Buller, J. L. (2012). *Best practices in faculty evaluation: A practical guide for academic leaders*. San Francisco, CA: Jossey-Bass.

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