

IHP Teaching Practices Inventory and Reflection

This optional document is intended to guide reflection on teaching at the end of a semester in conjunction with student course evaluation data. **This is intended for your personal use, not for reporting to a supervisor.** In using this inventory, you will be asked to start by assessing your own teaching, then reflect on your recent course evaluations, your collaborations around teaching, and finally identify areas for improvement and how you will get support for those improvements. This inventory is intended to be used for reflecting on your teaching across courses but could also be used for individual courses if desired. By engaging in this reflection and improvement on your teaching you will be able to better support IHP students and the IHP mission.

Self-Assessment of Teaching

Course(s) you taught this past semester:

1. _____
2. _____
3. _____

Thinking back on the courses you taught this past semester, how much do you agree with these statements about your teaching?

Course Design	
1. I provided clear expectations to students via my syllabus, assignments, rubrics, and other documents like weekly organizers.	<input type="checkbox"/> A. Always <input type="checkbox"/> B. Often <input type="checkbox"/> C. Sometimes <input type="checkbox"/> D. Rarely
2. I designed my course for active learning, using techniques such as Think-Pair-Share, Minute Paper, Team-Based Learning, etc.	<input type="checkbox"/> A. Always <input type="checkbox"/> B. Often <input type="checkbox"/> C. Sometimes <input type="checkbox"/> D. Rarely
3. I considered the organization and presentation of my D2L course, PowerPoint files, readings, and other digital materials for ease of student access and use.	<input type="checkbox"/> A. Always <input type="checkbox"/> B. Often <input type="checkbox"/> C. Sometimes <input type="checkbox"/> D. Rarely
4. I designed my course to be flexible and inclusive for students using strategies such as Universal Design for Learning that provide multiple forms of engagement, representations, action, and expression.	<input type="checkbox"/> A. Always <input type="checkbox"/> B. Often <input type="checkbox"/> C. Sometimes



	<input type="checkbox"/> D. Rarely
5. I considered the diversity of my students as well as issues of identity and representation (both of populations and authors) in planning course readings, activities, and other materials.	<input type="checkbox"/> A. Always <input type="checkbox"/> B. Often <input type="checkbox"/> C. Sometimes <input type="checkbox"/> D. Rarely
Assessment	
6. I designed my assignments, quizzes, exams, projects, and other assessments to provide evidence of the student outcomes defined by my course objectives.	<input type="checkbox"/> A. Always <input type="checkbox"/> B. Often <input type="checkbox"/> C. Sometimes <input type="checkbox"/> D. Rarely
7. I provided students with opportunities to practice with skills and ideas and receive low-stakes formative feedback from me, other instructors, and their peers.	<input type="checkbox"/> A. Always <input type="checkbox"/> B. Often <input type="checkbox"/> C. Sometimes <input type="checkbox"/> D. Rarely
8. I described my assignments such that the purpose of the activity, the tasks that need to be completed, and the criteria by which student work will be evaluated were clear and transparent.	<input type="checkbox"/> A. Always <input type="checkbox"/> B. Often <input type="checkbox"/> C. Sometimes <input type="checkbox"/> D. Rarely
Communication and Collaboration	
9. I provided opportunities for students to communicate and collaborate with each other in and out of class (synchronously or asynchronously.)	<input type="checkbox"/> A. Always <input type="checkbox"/> B. Often <input type="checkbox"/> C. Sometimes <input type="checkbox"/> D. Rarely
10. I encouraged students to seek help and support outside of class via office hours or other resources.	<input type="checkbox"/> A. Always <input type="checkbox"/> B. Often <input type="checkbox"/> C. Sometimes <input type="checkbox"/> D. Rarely
Motivation and Engagement	
11. I regularly modeled my thinking (via think-alouds, concept mapping, etc.) in ways to make my decision making, clinical reason, and or research techniques visible to students.	<input type="checkbox"/> A. Always <input type="checkbox"/> B. Often <input type="checkbox"/> C. Sometimes <input type="checkbox"/> D. Rarely
12. I reminded students of the context of information and how and when	<input type="checkbox"/> A. Always



it will be relevant to their future work as a strategy for motivation and building connections between theory and practice.	<input type="checkbox"/> B. Often <input type="checkbox"/> C. Sometimes <input type="checkbox"/> D. Rarely
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Cohesion and Improvement	
13. I effectively collaborated with my co-instructors, TAs, LIs, preceptors, site coordinators, and/or GAs to provide a cohesive course experience for students. (May not be applicable to all courses)	<input type="checkbox"/> A. Always <input type="checkbox"/> B. Often <input type="checkbox"/> C. Sometimes <input type="checkbox"/> D. Rarely
14. I used a mid-semester check-in survey or other methods to gather information from students on how the course is going and incorporated that feedback before the course concluded.	<input type="checkbox"/> A. I did this <input type="checkbox"/> B. I did this but didn't incorporate feedback <input type="checkbox"/> D. I did not do this.

Reflection on Self-Assessment

Tally up your A, B, C, and Ds for your self-assessment:

of As:

of Bs:

of Cs:

of Ds:

Which areas do you see more Cs and Ds in (Course Design/Assessment/ Communication and Collaboration/ Motivation and Engagement Cohesion and Improvement)?

Is this an indicator of places for improvement in your teaching?



Reflections on Student Evaluations of Teaching

In addition to looking at your scores on student evaluations of teaching, the comments on the open response questions can be useful for identifying themes in students' perceptions of your teaching. Consider looking at responses question by question, taking note of what ideas recur as "themes".

Remember to maintain perspective when reviewing student comments; it's important to balance out both positive and negative feedback. Also remember that though students may not be able to offer solutions to problems in a course, areas of confusions, disengagement, or dissatisfaction can help you identify areas for improvement.

What themes are there in your recent course evaluations regarding your strengths as an instructor?

What themes are there in your recent course evaluations regarding your areas for improvement as an instructor? Are there overlaps with strengths and weaknesses identified in your own self-assessment?

Reflection on Collaboration

In the last 6 months, who have you discussed your teaching with?

- TAs, LIs, and/or GAs
- Other instructors in my department
- Department leadership
- Instructors in other departments
- IHP Faculty Support staff (Library, Instructional Designers, Instructional Technologists, JEDI office etc.)
- Instructors at other schools

What types of changes in your teaching have you made as a result of those discussions?




Establishing Next Steps

What are TWO aspects of your teaching of the courses you taught this semester that you'd like to change?

What are TWO aspects of your teaching that you'd like to share with colleagues?

What help will you seek to address your areas for improvement?



Identifying Sources of Help for Moving Forward

What Faculty Support resources will you access for help making those improvements?
(Check all that apply)

- [Accessibility Resources](#)
- [Instructional Design and Teaching Support](#)
- [Instructional Technology / D2L Support](#)
- [Justice, Equity, Diversity, and Inclusion \(JEDI\) Office](#)
- [Library Services](#)
- [Peer Review of Teaching](#)

Further Reading

[Making Sense of Student Feedback](#)

[Quality Matters Rubric](#)

[Universal Design for Learning Guidelines](#)

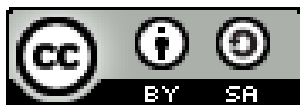
[IHP Commitment to Equity and Anti-Oppression](#)

Resources Adapted for this tool:

[Stanford Teaching Practices Inventory](#)

[IHP SON Summative Course Evaluation Form](#)

[Teaching Practice Inventory Article](#)



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