

APPENDIX

Teaching Excellence Through Mindful Reflection

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From the Framework for Assessing Teaching Effectiveness (FATE) (Simonson, Earl, and Frary, 2021). Adapted from The Danielson Group's [FFT: Intellectual Engagement Self-Assessment and Reflection Tool](#) (Danielson, 2021)

Reflective teaching

Reflective teaching is examining one's beliefs about teaching and learning and determining the alignment of those beliefs with what happens within their courses (Reflective Teaching, 2021). The goal is to think critically about one's teaching to find evidence of effective teaching as well as identifying potential areas for improvement (Palmer, 2017). This reflection tool is based on the Framework for Assessing Teaching Effectiveness (FATE) and is intended to help teachers develop self-reflection around teaching and objectively describe their strengths and weaknesses in a manner consistent with the evidence of their teaching practices (Simonson, Earl, and Frary, 2021; Simonson, Frary, and Earl, 2023).

Writing Exercise 1: As a teacher . . .

1. What are you good at?
 - a. Why are you good at those aspects of your teaching?

Writing Exercise 2: As a teacher . . .

1. What do you need to improve?
 - a. Why do you need to improve those aspects of your teaching?

Reflective Activity 1: Course design

Exemplary teachers will design their courses around appropriate course learning outcomes, design a variety of summative and formative assessments which effectively measure student achievement, and create course activities which support students in reaching the course learning outcomes.

Instructions: Read each statement in the left column and indicate in one of the three columns where you currently are in your teaching practice. Some criteria may or may not apply to your teaching situation. **Yes** indicates that you consistently meet the criteria. **Developing** indicates that you meet the criteria in some cases and have room for improvement. **Absent** indicates that you have not yet done the work to meet this criterion and may not know what it means.

<i>Criteria</i>	<i>Yes</i>	<i>Developing</i>	<i>Absent</i>
1.1. Course learning outcomes guide course design process			
Course learning outcomes are present for all courses			
Course learning outcomes all meet the CALMS criteria (C lear, A ttainable, L earning- focused, M easurable/observable, and S pecific)			
Course learning outcomes encourage discipline-specific ways of thinking			
Narrative explains how course learning outcomes are intentionally integrated into course design			
1.2. Alignment of summative assessments with course learning outcomes			
Multiple examples of summative assessments which align well with course learning outcomes are included			
The alignment between summative assessments and course learning outcomes is explicitly made for students			
1.3 Alignment of learning activities with course learning outcomes			
Examples of learning activities are included			
Learning activities are aligned with course and/or class learning outcomes and the connection is explicitly communicated to students			
Learning activities are aligned with summative assessments (i.e., appear to support students in being prepared to complete these assessments)			
Intentionally scaffolds student learning			

Writing Exercise 3: Course design

Accomplishment analysis

1. In which criteria of course design have you accomplished the most?
2. What were the results for students as people and/or as learners?
3. What were the results for you as a person, teacher, and/or learner?
4. Why has this been effective?

Improvement plan

1. Which criteria within course design will you focus on next?
2. What will success look like for your students?
3. What will success look like for you?
4. What is your plan for learning more and developing in this area?

Reflective Activity 2: Scholarly Teaching

Exemplary teachers will implement a variety of evidence-based instructional practices (EBIPs) in their daily teaching and assessments to best support student learning and students’ development as learners. **Note:** The instructor does not need to cite the literature regarding EBIPs but can refer to EBIPs **from this list**; use of additional EBIPs are also encouraged.

Instructions: Read each statement in the left column and indicate in one of the three columns where you currently are in your teaching practice. Some criteria may or may not apply to your teaching situation. **Yes** indicates that you consistently meet the criteria. **Developing** indicates that you meet the criteria in some cases and have room for improvement. **Absent** indicates that you have not yet done the work to meet this criterion and may not know what it means.

<i>Criteria</i>	<i>Yes</i>	<i>Developing</i>	<i>Absent</i>
2.1 Situational factors guide course design			
All situational factors have been considered across multiple courses			
Demonstrates multiple ways in which situational factors are considered in:			
○ course materials			
○ assessments			
○ learning activities			
2.2 Use of evidence-based instructional practices (EBIPs)			
Regularly uses EBIPs in course delivery and learning activities every semester and in multiple courses			
Uses a variety of EBIPs strategically chosen for a given course context			
Provides a sound rationale for their use of particular EBIPs			
2.3 Summative assessments follow good practices			
Multiple examples of summative assessments from different courses are included and examples collectively demonstrate the following:			
○ are authentic/forward-looking			
○ integrate principles of UDL (e.g., in varied formats, offer students choices)			

<ul style="list-style-type: none"> ○ follow the transparent assignment framework (define purpose, task, criteria) 			
2.4 Formative assessment is used to guide instruction			
<p>Formative assessment is carried out regularly in all courses</p>			
<p>A variety of formative assessments are used to monitor student learning (e.g., going beyond minute paper & muddiest point)</p>			
<p>Formative assessments support students in monitoring their own learning</p>			
<p>Formative assessments guide instruction</p>			

Writing Exercise 4: Scholarly teaching

Accomplishment analysis

1. In which criteria of scholarly teaching have you accomplished the most?
2. What were the results for students as people and/or as learners?
3. What were the results for you as a person, teacher, and/or learner?
4. Why has this been effective?

Improvement plan

1. Which criteria within scholarly teaching will you focus on next?
2. What will success look like for your students?
3. What will success look like for you?
4. What is your plan for learning more and developing in this area?

Reflective Activity 3: Learner-centered

Exemplary teachers will design courses and course materials that focus on learning and the learner rather than the instructor, and implement inclusive teaching practices which reach all learners and provide students opportunities for success.

Instructions: Read each statement in the left column and indicate in one of the three columns where you currently are in your teaching practice. Some criteria may apply or not apply to your teaching situation. **Yes** indicates that you consistently meet the criteria. **Developing** indicates that you meet the criteria in some cases and have room for improvement. **Absent** indicates that you have not yet done the work to meet this criterion and may not know what it means.

<i>Criteria</i>	<i>Yes</i>	<i>Developing</i>	<i>Absent</i>
3.1 Student engagement in learning activities			
Students engage with content through active learning for more than 50% of a class period on average			
Students engage with one another consistently (daily/weekly depending on course meeting frequency) throughout a course			
Learning activities are varied throughout class sessions and over the semester to engage students in different ways			
Learning activities encourage discipline-specific ways of thinking			
3.2 Learning climate established by instructor in the classroom (face-to-face or online)			
Intentionally creates a class climate which promotes a sense of belonging			
Intentionally creates a class climate which values diverse contributions & respects individual differences			
Builds a positive rapport with students			
3.3 Learning climate established by instructor outside of the classroom			
Designs course to intentionally enhance student motivation			
Chooses course materials (texts, readings, images) which are inclusive			

Communicates effectively			
Provides timely feedback			
Provides learning support for students outside of the classroom			
3.4 Students achieve learning outcomes			
Routinely monitors the degree to which students achieve course learning outcomes over multiple courses			
More than 90% of students are achieving course learning outcomes (passing grade or better on aligned summative assessments)			

Writing Exercise 5: Learner-centered

Accomplishment analysis

1. In which criteria of learner-centered have you accomplished the most?
2. What were the results for students as people and/or as learners?
3. What were the results for you as a person, teacher, and/or learner?
4. Why has this been effective?

Improvement plan

1. Which criteria within Learner-Centered will you focus on next?
2. What will success look like for your students?
3. What will success look like for you?
4. What is your plan for learning more and developing in this area?

Reflective Activity 4: Reflective teaching

Exemplary teachers will be reflective practitioners who use feedback from a variety of sources (students, peers, CTL, department, self) to seek a variety of approaches to continuously improve as teachers.

Instructions: Read each statement in the left column and indicate in one of the three columns where you currently are in your teaching practice. Some criteria may or may not apply to your teaching situation. **Yes** indicates that you consistently meet the criteria. **Developing** indicates that you meet the criteria in some cases and have room for improvement. **Absent** indicates that you have not yet done the work to meet this criterion and may not know what it means.

<i>Criteria</i>	<i>Yes</i>	<i>Developing</i>	<i>Absent</i>
4.1. Professional development			
Engages in professional development opportunities related to teaching and learning more than 4x per year (on average)			
Engages in more “intensive” professional development opportunities (e.g., book circle, faculty learning community, community of practice, etc.)			
4.2 Reflection and continuous improvement			
Uses multiple sources of feedback about one’s teaching			
Reflects on the evidence and feedback objectively, considering strengths and weaknesses			
Makes intentional changes to one’s teaching based on the feedback and reflection			

Writing Exercise 6: Reflective teaching

Accomplishment analysis

1. In which criteria of reflective teaching have you accomplished the most?
2. What were the results for students as people and/or as learners?
3. What were the results for you as a person, teacher, and/or learner?
4. Why has this been effective?

Improvement plan

1. Which criteria within reflective teaching will you focus on next?
2. What will success look like for your students?
3. What will success look like for you?
4. What is your plan for learning more and developing in this area?

Writing Exercise 7: Next steps

1. What is your next step for becoming a reflective teacher? What you are going to do next to move yourself along in your journey as a reflective teacher
 - a. What are the benchmarks that indicate progress in becoming a reflective teacher? What will success look like for you?
 - b. By what date will you accomplish “the next step?”

Figure 1. Brookfield's four reflective lenses.(Brookfield 1998)

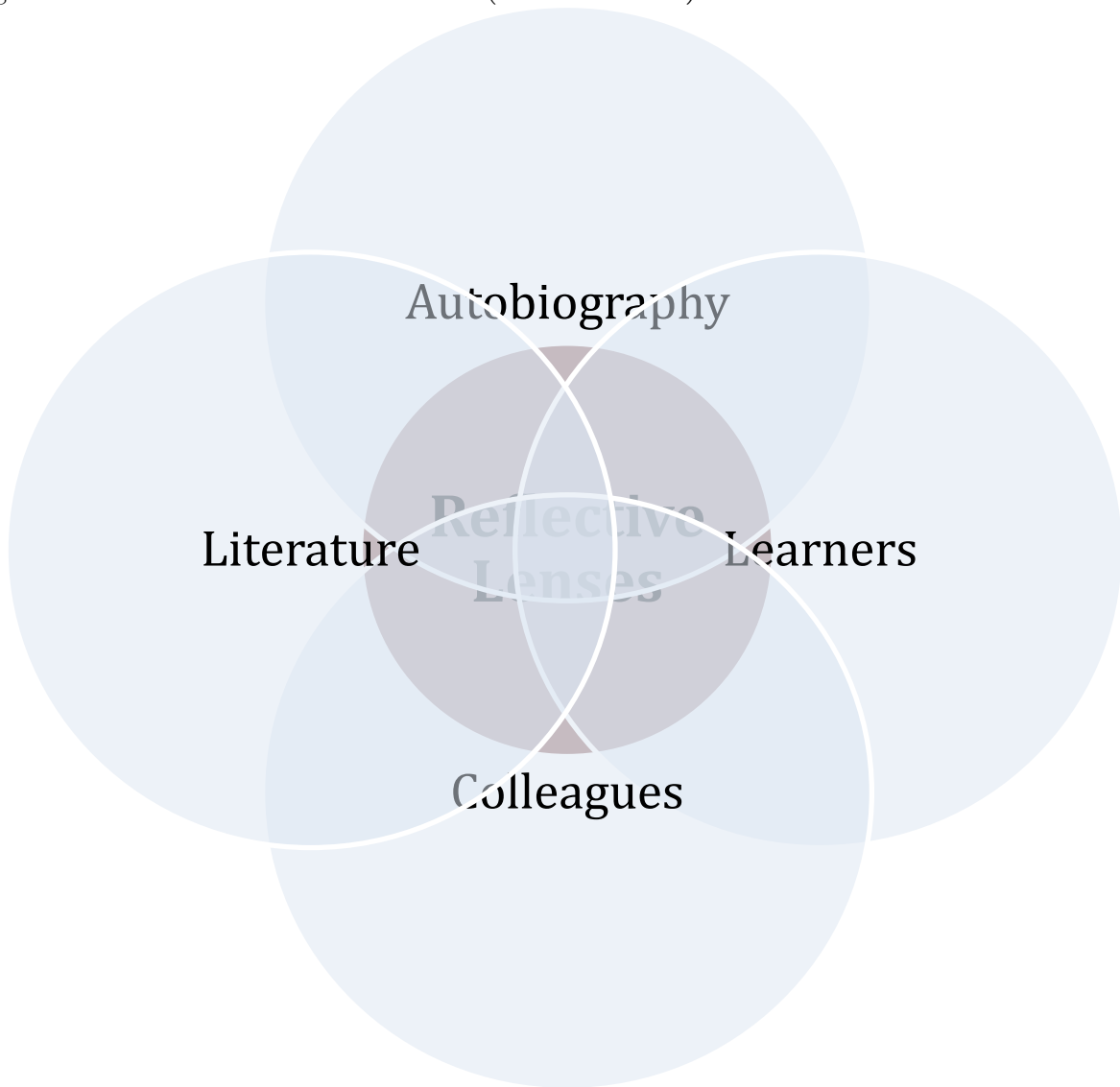


Figure 2. Reflective Cycle

