COE Teaching & Learning Committee
Faculty Reflection of Teaching - Guiding Document

The COE Teaching & Learning Committee developed this document in 2018/2019 to support faculty writing about teaching productivity. The document provides a framework for aiding faculty's thoughtful reflection on the act and results of teaching. Its intent is neither to provide a comprehensive or preferred list of all teaching activities nor to override ASPT consideration or requirements. Rather its intent is to provide a list of potential teaching activities that faculty might be engaged in and ways to think about and highlight them in productivity reports. Faculty should, of course, always consult their own department/school's ASPT guidelines.

Consider the following when writing about your teaching productivity:
(Note: The items in this list are in no particular order)
- When reflecting and reporting on student course evaluations, discuss the context of the course and the ways in which the format (e.g., online, in-person, hybrid), type of course (e.g., clinical), pacing (summer intensive, weekend cohort), and course content may affect students' reactions.
    - Example: If you've taught a course that challenges students' perceptions or introduces new or difficult content (e.g., topics such as race, privilege, systemic exploitation, statistics, science, phonetics, etc.) and students were resistant to or had difficulty with the content, explain the ways in which the course content may have affected student evaluations.
- Describe your professional development and efforts to improve your teaching, noting how these efforts led to new approaches or effectiveness in your teaching.
    - Examples: CTLT workshops, mid-semester formative evaluations, course feedback forms, peer-observation and feedback partnerships, etc.
- Highlight the development of new teaching techniques or course innovations, how they align with the goals of the course, and their intended and actual impact on student learning.
    - Examples: course redesign, significant revision to a course, web-based delivery models, new content or assignments, facilitation of out-of-class learning opportunities, service learning projects, case studies, instructional technologies, etc.
- Describe your leadership in teaching and your work to facilitate partnerships with PK-12 schools or other educational institutions and community-based organizations.
    - Examples: Serving as a Course Point Person, collaborating with clinical faculty to strengthen partnerships with ISU, facilitating assistantships for graduate students in area colleges and universities, developing relationships with field experience sites, etc.
- Describe processes you use to systematically assess and develop your teaching.
    - Example: mid-semester course evaluations, student surveys, student focus groups, observations by colleagues, self-reflections in a teaching portfolio, other classroom research (i.e., scholarship of teaching and learning).
- Explain efforts to stay abreast of recent developments in your field, as related to your teaching assignments.
- If applicable and desirable, assess your own teaching based on student mastery of course content. This will vary widely from course to course. If you have developed means to measure students' mastery of course content before and after instruction, you might want to share the results in your annual report.