

## Teaching Practices Self-Assessment

**In your classroom practices, how often do you...**

allow students time to think quietly and then share their ideas with a partner?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
ask questions with multiple possible answers?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
allow students time to write?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
wait for multiple students to raise their hands after posing a question to the group?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
wait for 3-5 seconds after asking a question before calling on someone to answer?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
use alternative methods for calling on students to randomize who is called on?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
assign roles to individuals within small groups (i.e. someone will be a “reporter” that speaks on behalf of the group)?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
allow every student in the class to briefly share their answer to a question?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
get a sense of what every student is thinking and/or understanding (using index cards, fingers, or iClickers, for example)?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
ask students to work in small groups or in stations?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
pay attention to which students are or are not participating?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
use a variety of active learning strategies within a single class session?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
collect student feedback on teaching methods and course climate?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely

### **In your interactions with students, how often do you...**

learn your students' names?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
ask students for their pronouns and use this information consistently?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
explicitly discuss classroom norms and ground rules?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
genuinely encourage students to attend office hours?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
help students get to know each other using ice breakers or other activities?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
share your own background and passion for your chosen field?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
emphasize the variety of goals that can be served with the same skills and concepts (public service, connection to others, personal advancement, etc.)?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
make an effort to learn and remember individual information about students' interests and activities?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
model making and learning from mistakes?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
normalize concerns about belonging?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely
demonstrate high standards and the belief that all students can meet these standards?	<input type="checkbox"/> consistently <input type="checkbox"/> occasionally <input type="checkbox"/> rarely

Crosby, J.R. (2020). Build it in: Integrating inclusive classroom practices with lesson planning, *NITOP Teaching Slam*.

Based on: Tanner, K. D. (2013). Structure matters: Twenty-one teaching strategies to promote student engagement and cultivate classroom equity. *CBE-Life Sciences Education*, 12, 322-331.

See also: <http://gregorywalton-stanford.weebly.com/uploads/4/9/4/4/49448111/strategiestoreducestereotypethreat.pdf>