Instructions

Before your section, read the entire document and fill out the “Before your section” portion of the homework. Immediately after your section, fill in the remaining blanks below. Give yourself a grade for each of the short reflection questions. 1 = Looking good; 2 = Could improve; 3 = Not great

Before your section

What are the learning goals of the discussion section or lab?

What is the topic that you think will be most difficult for the students to learn?

What is one thing about your teaching that you want to focus on during this class?

What activities will you do during class? Group work? Pair work? Lecture?

Immediately After Your Section

Presentation

- Do you speak in a clear, strong voice that can be easily heard? _______
- Do you talk to the class, not to the board or windows? _______
- Do you write clearly? _______
- Do you listen carefully to students' comments and questions without interruption? _______
- Do you appear confident and enthusiastic? _______
- Do you provide clear explanations? _______
- Do you explain terminology? _______

Areas for improving your presentation:
Classroom Climate
- Do you address students by name (and with the correct pronunciation)?
- Do you call on men and women students in proportional numbers? Do you call on students of different ethnic groups in proportional numbers?
- Do students appear comfortable interacting and discussing ideas?
- Is your classroom a safe environment in which to make mistakes?

Ideas for improving the classroom climate

Student Participation
- What percentage of the time are you talking? the students talking?
- Do you encourage questions?
- Do you make students feel at ease to ask basic questions?
- Do you let students think about a question that you ask before you or a student provides the answer?
- Do students look engaged and interested?

Ideas for increasing student participation

Lab and One on One Interaction during Group Work
- What fraction of the time was I on my feet?
- Did I interact with the shy students?
- What fraction of the students did I interact with?
- Did I grab the keyboard away from students?
- How often did I answer a question with a question?

Ideas for improving 1-on-1 interaction

Focusing on Students
- Do you try to find out what students know before beginning an explanation?
- Do you provide information and problems that are accessible to different levels of experience amongst students?
- Did students seem to understand your explanations and directions?

Ideas for better matching your teaching to the needs of your students:

Additional things that you think you could have improved in your teaching?