

TEACHING EFFECTIVENESS INITIATIVE POST IMPLEMENTATION REFLECTION FORM



Share the impact of your professional development by reflecting on the experience, how it changed your teaching, how it changed your thinking, and how it impacted your students. Use the [TEI Reflection Rubric](#) on page 3 as a guide to complete this form. Please complete all sections prior to [uploading form to Bridge/MyLearning](#).

FACULTY INFORMATION

- Name: **Exemplar for Inclusive Pedagogy**
- Email:
- Department:

PROFESSIONAL DEVELOPMENT EXPERIENCE

- Name of Experience: Inclusive Pedagogy 2
- Provider (TILT, OIE, conference name, etc.): TILT
- Date(s) of Experience- February 2025
- Description and Outcomes of Professional Development Experience *(Provide a brief, but detailed description and outcomes. A bulleted list or a few sentences is fine. Include web links or upload syllabus or other supporting documents to Bridge if available. Include webpage links or upload syllabus to Bridge if available.):*

This course focuses on self-reflection, getting to know your students, course materials that are inclusive and accessible and teaching strategies that also inclusive and interactive.

TEACHING EFFECTIVENESS DOMAIN

Inclusive Pedagogy, Curriculum/Curricular Alignment, Classroom Climate, Pedagogical Content Knowledge, Student Motivation, Feedback & Assessment, Instructional Strategies

- Primary Domain (see [TEI Pre-approved PD list](#) for CSU-related events): Inclusive Pedagogy Domain
- Secondary Domain (if applicable): Classroom Climate

USE OF RESEARCH-BASED PRACTICES

1. Describe the specific research-based practices (from the TEF) implemented in your teaching related to participating in this professional development. These changes might be new additions, or they may be extending or revising an approach you've been using. Please be specific.
 - a. In [course A] I implemented taking a larger assignment and breaking it down into three assignments with two of them being much lower stakes
 - b. In [course A] I also went from three large exams, to three unit exams and added 13 chapter quizzes that are low stakes checks for understanding. Students also can choose to drop or not take three of those quizzes to provide flexibility.
 - c. In my [course B] course I enhanced an assignment to require a diverse voices component. The larger assignment is a debate on topics related to adolescent development. A pre-assignment asks them to collect two research studies that will help create their arguments for their position. In this preliminary paper one of their two sources must center on experiences of or be authored by researchers from marginalized or underrepresented populations. This might include:
 - Research on racial/ethnic minority youth, LGBTQ+ adolescents, low-income youth

- Studies of rural, immigrant, or disabled youth
 - Authors from marginalized communities
 - d. Connected to (c) in their actual debate they are required to analyze at least two dimensions of diversity and their intersections.
2. How do these changes align with the [Teaching Effectiveness Framework](#) (TEF) domain(s) you are addressing in this reflection?
1. For (a) and (b) these changes may remove barriers for some students. Both these changes may help reduce anxiety or allow grace while students are adapting to a new academic environment with varying and diverse backgrounds. This approach also allows for more students to reach mastery and the flexibility honors the unpredictability of life circumstances. This also allows for many opportunities for feedback along the way which can improve and maintain motivation and engagement.
 2. For (c) and (d) these two requirements engage with research and scholarship outside the colonized curriculum. This removes the long-held belief about what is considered “universal” adolescent development. By including these voices, they become visible and more students will see themselves reflected in the curriculum and that “typical” development goes beyond what tends to be the dominant narrative. Overall, the message is that diversity is valued.

IMPACT ON STUDENTS

1. How did students respond to these changes? (*Participation, quality of work, other aspects? Was there an immediate effect, or did the changes take place over time?*)
 - a. The broken-down assignment has led to direct student comments stating that the assignment overall felt less overwhelming. They also noted the continued feedback gave a lot of opportunities to course correct, ask questions and seek support. I also noted that students did significantly better on the final paper.
 - b. For the quizzes I noticed that completion rates are high which tells me that students are staying engaged and not giving up. The drop rates vary from semester to semester regarding the amount of students who did not complete the quizzes and when. This is something I am looking into investigating further. Since implementing the quizzes, exam scores have improved. Students have also noted in surveys that the quizzes helped them stay engaged with the content and study along the way.
 - c. For the diverse voice and intersection requirement there was an initial struggle. Students seemed unfamiliar on how to find sources or needed clarification on whether a researcher was from a marginalized community. This was valuable because it shows exactly the problem that is being identified. Students noted in their papers and debates that they engaged with research they would not have otherwise. The debates themselves were much more nuanced and less generic.
2. What evidence do you have that this change impacted the majority of your students? (*Description and/or data on observed impacts on attendance, performance, engagement, etc.*)
 - a. Since implementing the scaffolded assignment there are fewer failing grades on the final paper. Submission rates for all assignments are well above 95%.
 - b. The range of quiz completion is 95-99% across semesters, and the average exam score has increased by 5-10%. Anecdotal conversations and course surveys show students really appreciate the ability to remove low quiz scores or skip some when times require it.

- c. The number of questions increased regarding both the diverse source and intersection requirement, which tells me that students were actively engaging while being stretched to look at the research in new and expansive ways. As noted above, the debate quality has improved significantly because their arguments are much more layered and nuanced. 100% of my students met and often exceeded expectations in both areas. I have also noticed classroom discussions have become much richer over the course of the semester. This observation is based off the types of questions they ask and the responses given up large and small group discussions.

IMPACT ON FUTURE TEACHING

1. Based on how students responded, will you keep or continue with these changes, make additional changes or do you feel the need to go in a different direction? How did it go? What worked? What didn't? What would you do differently? What will you keep? Describe your next steps.
 - a. I will absolutely continue breaking larger assignments in other courses into scaffolded components.
 - b. The chapter quizzes with drops will also remain in my courses. I do this with in-class assignments as well
 - c. Questions from students in my scaffolded assignment and the diversity requirement showed me areas I could improve guidelines, rubrics and support.
 - d. I will be moving forward with the diversity requirement as well, however I plan to spend more time in class providing guidance, direction and support.
2. What recommendations would you make to colleagues based on what you've learned?
 - a. With every course I think it's important to look at your assignments and ask yourself if they can be scaffolded in any way? In addition, if using scaffolding describe it's purpose to students and frame it as formative not punitive
 - b. I think it's important to provide flexibility without undermining the integrity of your course. I have learned when it's done in a way that tells student you understand they are human and things happen when they use it as needed vs a free pass
 - c. With this set of goals specifically I noticed how important it is to expect discomfort from your students and yourself and that is ok!!

FEEDBACK FOR TILT

- What recommendations do you have for TILT?
- N/A Great course!!

REFLECTION RUBRIC FOR TEI EXPERIENCE

Participants must earn "Accomplished" in each criterion to earn domain experience units (DEU's). "Developing" reflections will be returned with specific feedback for revision.

NOTE: The depth and/or breadth of your response should be in line with the length and intensity of the professional development experience. For example, an instructor taking a 1 DEU course might implement one new practice whereas an instructor taking a five DEU course might implement multiple practices or an in-depth revision to a course.

Criteria	Accomplished	Developing
Implementation of Research-based Practices Describe the specific research-based practices (from the TEF) implemented in your teaching related to participating in this professional development. These changes might be new additions, or they may be extending or revising an approach you've been using. Please be specific.	• Describes the teaching or planning technique in enough detail so that the reader knows exactly which technique(s) was implemented. • Depth and breadth of implementation of new teaching practices is congruent with the length and intensity of professional development experience.	• Briefly describes the teaching or planning technique(s) implemented. • Needs more detail to be clear to the reader.
Impact on Students Describe how these specific research-based techniques impacted your students and/or class. Describe how students responded to these techniques.	• Addresses what worked well and what didn't work as well openly and objectively. • Gives specific details as to how most students responded to the implemented technique.	• Begins to discuss the impact on class or students but needs more detailed analysis of what went well or not well regarding student response to the implemented technique.
Impact on Future Teaching 1. Describe how these changes have impacted your beliefs related to learning & teaching? 2. Describe how these changes/results will impact your future teaching AND/OR your next annual goal? What are your next steps and when do you plan to make these changes?	• Indicates through word choice and next steps a genuine effort to develop teaching using research-based practices. • Includes specific and time-bound plans for future implementation.	• Includes general next steps that may or may not be connected to recommendations in the experience. • Does not indicate through word choice or next steps a genuine effort to develop teaching. • Does not include specific nor time-bound next steps.