****

**Faculty Coach Guide for Reflection of Teaching**

The goal of this activity is to help a faculty member reflect on and improve their teaching by watching a recording of the faculty’s teaching. There are four steps:

**Step 1:** This occurs prior to meeting with your mentee to review their teaching recording. You will reflect on how s/he performed.

**Step 2**: You will meet with your mentee and will discuss your reflections. Your mentee will have reviewed his/her video and will have answered similar questions and will share their insights.

**Step 3:** The faculty member will identify similarities and differences between his/her reflection and your assessment of his/her teaching.

**Step 4**: The faculty member will identify your learning points and goals moving forward.

**STEP 1:** Spend some time writing your responses to these questions. Use additional space as needed. When applicable, indicate the relevant times in the recording that are examples. These time stamps will allow you and your mentee to easily find key areas you wish to watch together. Your mentee will complete a similar form. When you meet with your mentee you will compare answers to these questions.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Question** | **Answer** | **Time Stamp** |
| 1 | Describe what you felt went well. Describe why you felt it went well. What teaching behaviors worked well? What do you think are his/her general teaching strengths? |  |  |
| 2 | What did not go well? Why do you feel it went poorly? What teaching behaviors were ineffective? What advice would you given in this area? |  |  |
| 3 | Name two main teaching points you felt were conveyed. Describe the techniques used to emphasize the importance of these points. |  |  |
| 4 | What were the reactions of learners? Why? |  |  |
| 5 | Describe when during the teaching session you felt the participants were most engaged. Why do you think they were engaged? |  |  |
| 6 | Describe when during the teaching session you felt the participants were least engaged. Why do you think they were not engaged? |  |  |
| 7 | What educational or professional challenges and/or strengths haveyou identified?  |  |  |
| 8 | Are there other areas or moments in the video you wish to discuss? If yes, describe them. |  |  |

**STEP 2:** The purpose of this step is to provide facilitated feedback to the mentee. For each reflection item, the mentee should provide their reflections first. Try to probe their reactions. (Ask a lot of whys- using appreciative inquiry). After s/he has shared their reflection, point out similarities/differences in your reflection. When there are differences, be sure to spend time discerning the different perspectives.

**STEP 3:** The purpose of this reflection is for the faculty to compare his/her self-assessment to yours. This should be completed after meeting with you.

|  |  |  |
| --- | --- | --- |
| **Question** | **Similarities between your self-assessment and that of your mentor** | **Differences between your self-assessment and that of your mentor** |
| Describe what you felt went well. Describe why it went well. What teaching behaviors worked well? What are your general teaching strengths? |  |  |
| What did not go well? Why do you feel it went poorly? What teaching behaviors were ineffective?  |  |  |
| Name two main teaching points you hoped to convey. Describe the techniques you used to emphasize the importance of these points. |  |  |
| What did you learn, formally or informally, from the reactions of learners? What feedback did you get?  |  |  |
| Describe when during the teaching session you felt the participants were most engaged. Why do you think they were engaged? |  |  |
| Describe when during the teaching session you felt the participants were least engaged. Why do you think they were not engaged? |  |  |
| What educational, personal or professional challenges and/or strengths haveyou identified?  |  |  |

**STEP 4:** The faculty will be asked to list take away points from the exercise and goals for his/her teaching going forward. The plan should be specific, measurable and attainable in the near future.

1.

2.

3.

4.

5.