

Appendix 11-1: Principles for Enhancing Student Learning— Faculty Inventory

Principles for enhancing student learning in law school include:

- Promote Student-Faculty Contact
- Articulate Clear, High Expectations
- Use Time Effectively
- Respect Differences Among Students
- Foster Cooperation Among Students
- Provide Prompt Feedback
- Encourage Active Learning

The following inventories assess the extent to which your teaching incorporates these principles. These inventories are based in part on inventories found at 49 J. OF LEGAL EDUC. 462–466 (1999).

Assess your teaching by responding to each of the statements in the following inventories with:

(1) very often, (2) often, (3) occasionally, (4) rarely, or (5) never.

Promote Student-Faculty Contact

- I advise my students about career opportunities.
- I invite students to drop by my office to ask questions or to talk.
- I share my past experiences, attitudes, and values with students.
- I attend events sponsored by student groups.
- I know my students by name.
- I serve as a mentor or informal adviser to students.
- I employ one or more research assistants each year.
- I create opportunities for students to get to know me and other faculty.
- I am an advisor to student groups or organizations.
- I learn about my students' backgrounds, experience, and professional aspirations.

Identify one aspect of promoting student-faculty contact that you commit to improve during this academic year.

Articulate Clear, High Expectations

(1) very often, (2) often (3) occasionally, (4) rarely, or (5) never.

- I articulate specific goals (content, skills, values) for each class and my course as a whole.
- I clearly communicate my expectations to students for each class, each graded event, and the course as a whole.
- I involve students in setting expectations for themselves and the course.

- ___ My expectations for students are reasonable and achievable.
- ___ I provide feedback on students' performance so that they understand the expectations.
- ___ I make myself available to help students achieve my expectations.
- ___ I publicly and privately call attention to student success.
- ___ I provide clear, specific evaluation criteria to students before a graded performance, paper, or exam.
- ___ I model for students by setting and achieving high expectations for my own performance.
- ___ I elicit from students their expectations of me and I try to meet reasonable student expectations.
- ___ I provide examples of diverse legal professionals who establish and meet high expectations.

Identify one aspect of articulating clear, high expectations you commit to improve this year.

Use Time Effectively

(1) very often, (2) often, (3) occasionally, (4) rarely, or (5) never.

- ___ I expect my students to complete their assignments promptly.
- ___ I facilitate student preparation for class by providing questions, hypotheticals, and problems to consider before class.
- ___ I underscore the importance of regular work, steady application, sound self-pacing, and scheduling.
- ___ I monitor student attendance and explain the consequences of nonattendance.
- ___ I meet with students who are having difficulty to discuss their study habits, schedules, and other commitments.
- ___ Through midcourse quizzes, examinations, papers, and exercises, I provide students with an opportunity to determine the effectiveness of their course preparation.
- ___ I spend class time addressing the material and skills upon which students ultimately will be evaluated.
- ___ I model effective use of time by beginning and end class on time, by keeping appointments with students, and by promptly reviewing/grading student work.
- ___ I help students understand the importance of time management in law practice.
- ___ I facilitate effective use of time outside of class through reasonable assignments and clear directions.

Identify one aspect of using time effectively that you commit to improve during this year.

Respect Differences Among Students

(1) very often, (2) often, (3) occasionally, (4) rarely, or (5) never.

- ___ I learn about my students' backgrounds and motivations at the beginning of each course.
- ___ I create a safe learning environment by not embarrassing students or tolerating sarcasm or degrading comments.

- ___ I provide extra materials and exercises for students who lack essential background or skills.
- ___ I make special efforts to be available to students of a culture or race different from my own.
- ___ I help students understand the importance of dealing with diverse clients, lawyers, and judges in law practice.
- ___ I include material and assignments that reflect diverse perspectives.
- ___ I build on students' prior knowledge and experience to help them learn new concepts and skills.
- ___ I use a variety of teaching/learning methods (Socratic dialog, lecture, discussion, writing, simulation, experiential, etc.)
- ___ I assess student achievement more than once in the course through a variety of evaluation methods (essay tests, objective tests, papers, skill performance, etc.)

Identify one aspect of respecting differences among students that you commit to improve this year.

Foster Cooperation Among Students

(1) very often, (2) often, (3) occasionally, (4) rarely, or (5) never.

- ___ I ask students to tell each other about their interests and backgrounds.
- ___ I encourage students to prepare together for classes and exams.
- ___ I structure out-of-class team projects.
- ___ I ask my students to provide feedback on each other's work.
- ___ I ask my students to explain difficult ideas to each other, including to other students whose backgrounds and viewpoints are different from their own.
- ___ I encourage students to join at least one campus organization.
- ___ I use small group discussions and exercises in class.
- ___ I model cooperation and collaboration in my dealings with administrators, staff, and faculty members.
- ___ I help students understand the value of cooperation and collaboration in law practice.

Identify one aspect of fostering cooperation among students that you commit to improve this year.

Provide Prompt Feedback

(1) very often, (2) often, (3) occasionally, (4) rarely, or (5) never.

- ___ I use quizzes (mock or graded) and practice exams during the course.
- ___ I give feedback on quizzes by posting answers and reasoning or by discussing them in class.
- ___ I give feedback on essay questions (mock or graded) by distributing model answers, sample student responses, and score sheets, by discussing them in class, or by writing individual comments.
- ___ I provide written feedback on draft and final papers.

- ___ I provide timely, specific, positive, and corrective feedback on student performance of skills.
- ___ I invite students to sign up for one or more conferences to discuss their performance.
- ___ I make appropriate adjustments in my teaching during the course according to feedback from students and after the course based on student evaluations.

Identify one aspect of providing prompt feedback that you commit to improve this year.

Encourage Active Learning

(1) very often, (2) often, (3) occasionally, (4) rarely, or (5) never.

- ___ I design exercises that require students to organize, apply, and synthesize concepts.
- ___ I involve students in making significant decisions concerning course goals, teaching and learning methods, assignments, evaluation criteria, and classroom procedures.
- ___ I involve all students in responding to questions during each class.
- ___ I use discussion to help students discover ideas, use critical thinking, and understand different perspectives.
- ___ I use writing exercises in and out of class to help students develop thinking skills, apply concepts in new situations, and explore their attitudes.
- ___ I use simulations and role-playing to help students apply concepts, solve problems, develop skills, and articulate values.
- ___ I use computer exercises and electronic discussions to help students apply concepts, practice skills, and receive feedback.
- ___ I provide opportunities for my students to apply course content and skills in real life through clinics, externships, field trips, service learning, etc.
- ___ I use videos and documents so students can apply their learning to real life in the classroom.
- ___ I use games that require students to understand and apply concepts and skills.

Identify one aspect of encouraging active learning that you commit to improve this year.

Appendix 11-2: Reflection Prompts

The prompts below all appear in Gerald F. Hess, *Learning to Think Like a Teacher: Reflective Journals for Legal Educators*, 38 GONZ. L. REV. 1129 (2002–2003) and are based on the work of Stephen Brookfield, Susan Wilcox, and Parker Palmer.

The first set of reflection prompts are from Stephen Brookfield's *BECOMING A CRITICALLY REFLECTIVE TEACHER* (1995).

Questions to spur free-writing:

- What was the moment (or moments) this week when I felt most connected, engaged, or affirmed as a teacher—the moment(s) I said to myself, “This is what being a teacher is really all about”?
- What was the moment (or moments) this week when I felt most disconnected, disengaged, or bored as a teacher—the moments(s) I said to myself, “I’m just going through the motions here”?
- What was the situation that caused me the greatest anxiety or distress—the kind of situation that I kept replaying in my mind as I was dropping off to sleep, or that caused me to say to myself, “I do not want to go through this again for a while”?
- What was the event that most took me by surprise—an event where I saw or did something that shook me up, caught me off guard, knocked me off my stride, gave me a jolt, or made me unexpectedly happy?
- Of everything I did this week in my teaching, what would I do differently if I had the chance to do it again?

Teaching and learning audits: Please think back over the past term/year in your life as a teacher and complete the following sentences as honestly as you can

- Compared with this time last term/year, I now know that ...
- Compared with this time last term/year, I am now able to ...
- Compared with this time last term/year, I could now teach a colleague how to ...
- The most important thing I’ve learned about my students in the past term/year is ...
- The most important thing I’ve learned about my teaching in the past term/year is ...
- The most important thing I’ve learned about myself in the past term/year is ...
- The assumptions I had about teaching and learning that have been most confirmed for me in the past term/year are that ...
- The assumptions I had about teaching and learning that have been most challenged for me in the past term/year are that ...

Role model profiles. This exercise asks you to think about the colleagues with whom you work or have worked, or those you know who work in other institutions and settings. Please answer the following questions about these colleagues:

- As you look back over your career, which colleagues ... best represent what a teacher should be?
- What characteristics have you observed in these people that ... make them so admirable?

- As you think about how these people work, which of their actions most encapsulates and typifies what it is that you find so admirable about them?
- As you think about what these people do well, which of their abilities would you most like to be able to borrow and integrate into your own teaching?
- As you read your responses to these questions, remember that those we regard as heroes and heroines are often people who embody talents and characteristics that we feel are glaringly absent from our own practice and being. Rightly or wrongly, we view as heroic those who can do easily the things with which we struggle the most.

The next set of prompts are from an unpublished manuscript from Susan Wilcox, *Critical Self-Reflection and Self-Evaluation: Learning from Practice*.

EDUCATIONAL GOALS and STRATEGIES

1. What are the chief goals you have for your students? What content knowledge and process skills, including career and lifelong goals, need your students achieve?
2. In your experience, what teaching/learning strategies and experiences BEST help students achieve the above learning goals?
3. What goals do you have for your own development and improvement as a teacher?

CONSIDERING THE LEARNING CLIMATE

1. It's difficult for me to learn when ...
2. My students seem to find it difficult to learn when ...
3. Things that make it difficult for me to build a positive learning climate:
4. Things students might say about a class or teacher that would make me worry about the learning climate in that course:
5. A personal story (arising from my experience as a teacher or student) about learning climate and the way it affects learning:

ARTICULATING AN EDUCATIONAL PHILOSOPHY

1. What beliefs do you have about [law] students as learners?
2. What do you believe is the overall or primary purpose of [legal] education?
3. What do you believe is the role of content or subject matter in [legal] education?
4. How do you believe [law] students learn best?
5. What do you believe is the primary role of the [law] teacher?

The third set of prompts come from Rachel C. Livsey & Parker J. Palmer's *THE COURAGE TO TEACH: A GUIDE FOR REFLECTION AND RENEWAL* (1999).

- Think of a moment when you were teaching at your best. Then fill in the blank: "When I am teaching at my best, I am like a _____." [Explain] what [this metaphor] reveals about [your] gifts and limits as a teacher.
- What are some of your fears in the classroom? In relation to colleagues? In relation to your professional career? How have you dealt with them? What have you learned about yourself and about fear as a result?
- What sorts of fear are healthy for our students? Are those same fears healthy for ourselves? If they are healthy, can they be used more fully in the educational process? Should we do so?

- Draw three columns. In the first column, list some negative images of today's students. In the second column, list some of the fears faced by young people in today's society. In the third column, list the positive attributes that you've observed in today's students. How do these lists relate? How might this profile inform your teaching?
- Name some of your key gifts or strengths as a teacher. Now name a struggle or difficulty you commonly have in teaching. How do you understand the relation between your profile of giftedness and the kind of trouble you typically get into in the classroom?
- Write a personal statement trying to express what is at the heart of your life as a teacher. Consider the following questions: Why did I become a teacher? What do I stand for as a teacher? What do I want my legacy as a teacher to be?