Appendix Worksheets

**Appendix Worksheet Instructions:   
Reflection and Planning in Times of Upheaval**

The world of higher education is being reshaped by the COVID-19 pandemic and nationwide discussion focused on equity and injustice. These Worksheets are designed to help your team focus new attention on issues raised by these profound developments and to plan professional learning programs that will support your faculty and staff in adapting effectively to—and helping to guide—learning-centered and equity-focused change.[[1]](#footnote-1)

In June 2020, Achieving the Dream released a *Toolkit for Actionable Decision Making in Times of Disruption*, which includes three key resources that can also be helpful to your team.[[2]](#footnote-2)

• *Data-Informed Decision Making in Times of Disruption:* *A Guide*. Provides decision support to institutional leaders to build stronger adaptive and resilient organizations in three of the areas impacted most by COVID-19: student learning, student supports, and enrollment management.

• *Building Adaptive Capacity for Resiliency and Agility: A Guide.* This resource provides a framework for building adaptive capacity, which is the ability to generate or initiate changes in the way we do business that drives improved performance, relevance and impact.

• *COVID-19 Reflection Exercise.* This tool can be used by itself or together with other ATD resources to help colleges prioritize near- to medium-term actions, allocate resources strategically, and scenario plan for ongoing operations.

We draw on these resources in the Appendix Worksheets, but we also encourage your team and other teams at your college to review each of these resources in full. Further, they may be a helpful point of connection as multiple cross-functional teams at your institution with different areas of focus come together for deeper reflection and integrated planning in times of crisis and disruption.

**• Worksheet Appendix.1** invites your team to examine data and reflect on the experience of Spring 2020 as a way of grounding your plans for professional learning programs for the 2020–21 academic year.

**• Worksheet Appendix.2** helps you plan professional learning designed to support educators as they prepare for learning and teaching in remote and physically distanced settings.

**• Worksheet Appendix.3** offers an equity focused Self-Assessment Tool that your professional learning programs may choose to use with faculty and staff.

**• Worksheet Appendix.4** supports planning for professional learning programs designed to strengthen a focus on diversity, equity, and inclusive pedagogy.

**• Worksheet Appendix.5** highlights the role of adaptive learning and considers ways that we can prepare students, faculty, staff, and the campus as a whole for a future of ongoing change.

This Appendix and all of these Worksheets will be most effective if used in conjunction with the rest of the *Teaching and Learning Toolkit*. They build on the discussions of key issues in previous chapters: the role of pedagogy in building equity (Chapter 1), ways to strengthen student success movements (Chapter 2), and the design of high-impact professional learning programs in (Chapters 3–5). Where at all possible, we encourage an integrated approach that is most likely to produce meaningful change.

Worksheet Appendix.1

**Reflecting on Your College’s Response to COVID-19**

This worksheet invites you to consider the experience of your college’s Spring 2020 transition to remote learning as well as the professional learning processes your institution implemented to support educators through that transition. It draws on the power of reflection and the experiences and insights of your team.

The conversation can be enriched if it can also draw on college-wide data about the spring experience. You may want to check with your Institutional Research office or other possible sources for data on what happened and its impact. If you have time to do a thorough examination of data, the ATD resource, *Data-Informed Decision Making in Times of Disruption: A Guide* can provide a useful framework.

Depending on your team’s size, you may want to do this activity as a jigsaw—assigning questions 1 and 2 to distinct small groups. Once these groups have completed their series of questions, gather to share insights and discuss question 3.

You will want to build on this discussion and apply what you have learned about the past several months as you approach the next worksheet, which asks you to look ahead to the coming year. Keeping good notes on your conversation will help.

1. Please reflect on what your college did to navigate the sudden transition to remote learning in Spring 2020.

a. What did this transition look like in the context of your college’s culture of student success? What was the experience of students? Of faculty and staff?

b. In what ways was the college able to ground its response in equity? Was the experience different for different groups of students? How?

c. How has the college used data to assess its successes and challenges in the transition? What does the data reveal?

d. What does the data reveal? What went particularly well, and why? What did not go as well, and why?

2. Drawing on data and your team’s experiences, what can you say about how well your college transitioned to remote learning this spring?

a. What do you know about the pedagogical approaches used by faculty? What was lost or gained in the transition to remote learning?

b. What professional learning processes were reframed or newly implemented to support the changes educators needed to make? What worked well? What additional support would have been helpful?

c. How did you leverage your Professional Learning Hub to support this work?

3. What are one to two key lessons learned from your college’s response to COVID-19 that will impact your teaching and learning work in the future?

a. What worked well? What strengths can you build on?

b. What gaps emerged? What needs to be addressed or improved?

c. Can you identify any practices that were suspended that you would prefer not to return to? Might there be new approaches that you now want to preserve going forward?

Worksheet Appendix.2

**Planning Professional Development   
for Fall 2020 and Beyond**

Drawing on your expertise and what you learned from Spring 2020, build your plans for professional development support for Fall 2020 and beyond. Consider your campus context and establish meaningful goals, and develop practical plans to reach those goals.

As you work, we encourage you to draw on what you learned about effective pedagogy and high-impact professional development, drawing especially on the Good Practice Principles (GPPs) for professional learning. The principles discussed in Chapter 3 (Individual and Community) may be particularly applicable.

If possible, you will find it useful to review selected resources from Sidebar Appendix.1 as part of the preparation for this work, particularly the questions listed under item 2 below. You might consider a jigsaw approach, assigning different resources to different members of your team, inviting all to contribute what they learn to discussion organized around these prompts.

1. What are your college’s two to three most likely scenarios for education in the 2020–21 academic year?

a. What might be the mix of remote education and physically distanced face-to-face instruction and student support? Will one model prevail college-wide, or will there be some combination of different approaches in different areas?

b. What do you know about how and when decisions are being made about this?

c. Are contingency plans being made in case there is a second wave of the pandemic?

2. Given these possible scenarios, what active learning approaches could educators use to build student engagement, learning, and success in the fall? What strategies would you hope to encourage?

a. Given the experience of spring, the resources listed in Sidebar Appendix.1, and your knowledge of effective pedagogy, what active learning strategies for remote and/or physically distanced settings could advance college-wide student engagement and learning in 2020–21?

b. How could OER and other available online learning resources help your educators? What would you have to do, short term, to include such resources as part of the long-term plan?

c. What does your review of selected web resources in Sidebar Appendix.1 suggest about effective strategies that you might encourage? How might you use one or more of those resources in your work with faculty and staff?

3. How could your team advance the preparation of faculty and staff for the scenario they’re likely to encounter? What kinds of professional development support can be offered during the summer? What should take place in the fall (and beyond)?

a. What kinds of professional development and support would be helpful to different groups of faculty and staff? What is in place? What needs to be developed?

b. How can you draw on the Good Practice Principles for High-Impact Professional Learning in designing and offering this professional development? For example:

- How can you draw on the existing expertise of faculty and staff? What resources of expertise can you leverage? *(GPP#1)*

- How can you offer occasions for support, reflection, and ongoing learning as the semester unfolds? *(GPP #3)*

- What structures would mobilize the power of group learning and exchange? *(GPP #5)*

- What can you do to engage all faculty, full- and part-time? Student Affairs educators? *(GPP #6 and 7)*

4. Planning and Preparation

a. Building on this discussion of possibilities, design short and mid-range professional development plans. How can your PLH help to facilitate this process?

b. What do you need to do in order to ensure needed support for these programs? Who do you need to involve? What will help them understand the value and importance of this task?

c. What’s a good process for communicating with educators about possibilities? What’s a timeline for finalizing and sharing a plan?

Worksheet Appendix.3

**Self-Assessment Tool: Evidence-Based   
Inclusive Teaching Practices**

**Directions:** This Self-Assessment Tool is designed to support faculty members as they consider their role in the effort to advance equity and the use of evidence-based inclusive teaching practices. Your PLH may wish to incorporate this tool as an exercise in a workshop or as part of a Faculty Learning Community on evidence-based inclusive teaching practices. Once faculty identify areas for growth, the PLH can provide appropriate resources to support implementation of each practice.

The Self-Assessment Tool is followed by reflection questions. Worksheet 4 focuses on planning professional learning programs using this and other resources.

These items are intended to help you consider the extent to which you are currently using inclusive teaching practices and where there may be opportunities to grow, learn, and strengthen your practice in this area. Please take some time to consider your use of each of these practices. At the bottom of the tool, we have included some questions for reflection and planning.

1 = I have not done this yet.

2 = I do this occasionally; there are opportunities for me to increase the frequency.

3 = I do this quite frequently.

This tool is modified from a checklist created by Bryan Dewsbury and Cynthia Brame. Additional information relevant to these suggestions and to inclusive and equitable teaching more broadly can be found in their *LSE Evidence-Based Teaching Guide to Inclusive Teaching* and in Kimberly Tanner’s *Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity.[[3]](#footnote-3)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Developing self-awareness | | | | |
| 1. | Take the Implicit Association Test (http://implicit.harvard.edu). The website contains a number of tests based on different identities around which biases exist. | 1 | 2 | 3 |
| 2. | Read literature on the history of the social context of higher education.[[4]](#footnote-4) | 1 | 2 | 3 |
| 3. | Write a positionality statement. Sherry Hamby’s blogpost, *Know thyself: How to write a reflexivity statement* provides a useful guide for how to get started.[[5]](#footnote-5) | 1 | 2 | 3 |
| Developing empathy | | | | |
| 1. | Carefully understand the student within their sociocultural and institutional contexts. | 1 | 2 | 3 |
| 2. | Provide opportunities for students to share their personal narratives (student voice) and use that to build relationships and pedagogies reflecting the inclusion of those voices. | 1 | 2 | 3 |
| 3. | Read literature on the sociology and psychology of the student higher education experience. | 1 | 2 | 3 |
| 4. | Create opportunities for dialogue beyond individual meetings. Casual conversations before class begins or in the hallway can be extraordinarily impactful. | 1 | 2 | 3 |
| 5. | Provide students an opportunity for agency, both in terms of articulation of the material and sharing their story with you/others. Their unique voices should form the framework around which the pedagogy is built. | 1 | 2 | 3 |
| 6. | Provide feedback in a timely fashion, and use that as an opportunity for ongoing dialogue. | 1 | 2 | 3 |
| Classroom climate | | | | |
| 1. | Consider how you demonstrate warmth, organization, and respect for students as part of developing a positive classroom climate. This can start with the syllabus and extend to face-to-face and online interactions with students. | 1 | 2 | 3 |
| 2. | Encourage respectful and supportive peer interactions, providing students opportunities to collaborate in building understanding, identify shared interests in course content, and develop a supportive classroom network. | 1 | 2 | 3 |
| Pedagogical choices | | | | |
| 1. | Signal an identity-safe environment with inclusive language or by highlighting successes of individuals from stereotyped groups. This can lessen stereotype threat and improve student performance and participation. | 1 | 2 | 3 |
| 2. | Know and use student names. Name tents are one way to facilitate this practice in high-enrollment courses. | 1 | 2 | 3 |
| 3. | Find ways to leverage students’ life experiences as an asset to building knowledge and skill in your course and program. | 1 | 2 | 3 |
| 4. | Use wait time, small groups, think-pair-share, and writing time as well as other strategies that enhance students’ opportunities to contribute and benefit from the intellectual community of the classroom. | 1 | 2 | 3 |
| 5. | Increase course structure through graded out-of-class assignments and in-class active learning, including the strategies listed above. | 1 | 2 | 3 |
| 6. | Enhance cooperation and reduce competition among students to help promote student feelings of success. | 1 | 2 | 3 |
| 7. | Emphasize the relevance of coursework to real life in order to enhance student interest and engagement. | 1 | 2 | 3 |
| 8. | Support students’ sense of autonomy to increase interest and enjoyment and possibly decrease anxiety measures. | 1 | 2 | 3 |
| 9. | Read about and consider using social-psychological interventions that are suited to your students and your context. These interventions may focus on helping students endorse a growth mindset, helping students understand adversity as shared, transient experiences to increase social belonging, or helping combat stereotype threat through values affirmation. | 1 | 2 | 3 |
| Leveraging networks | | | | |
| 1. | Explicitly connect other aspects of campus life designed for student success to classroom content. | 1 | 2 | 3 |
| 2. | Invite staff members from offices like career services to spend a few minutes in your classroom explaining to students how the classroom curriculum connects with their services. | 1 | 2 | 3 |
| 3. | Sync First-Year Experience and College Success courses with your syllabus to maximize the synergistic effects of the learning outcomes of the two courses. | 1 | 2 | 3 |

**Reflective Questions (for faculty users of this tool):** After you complete your responses to each of the tool’s items, please take some time to think about these questions as you plan your next steps:

1. Where did you identify current strengths? What areas of need did you identify?

2. What question or questions were hard to answer? What would you want to learn more about?

3. What do your responses suggest about your knowledge and use of evidence-based inclusive teaching practices? In what ways will you need to seek the support of colleagues in your department? In your college’s PLH?

4. To the extent that you and your faculty colleagues can begin to use these practices (or strengthen the way you already use them), what do you expect that will mean for your students’ learning?

Worksheet Appendix.4

**Professional Learning for Equity and Inclusive Pedagogy**

How can we help our colleges take the lead in dismantling old structures and building new ones that enable more equitable outcomes for our students and their families? How can our educators help students process their experiences related to equity and social protest? How do we support educators to do their own internal work around these issues and prepare to facilitate potentially challenging student conversations?

Worksheet Appendix.3 focuses on a Self-Assessment Tool for educators. This Worksheet (4) picks up on that self-assessment and moves to issues of inclusive pedagogy and the professional learning programs needed to advance its effective use. You will know best what combination of discussions works best for your team.

As part of this process, you may want to review the discussion of inclusive pedagogy and the role of active learning in building equity in Chapter 1 as well as the discussion of high impact professional learning in Chapter 3. The resources in Sidebar Appendix.2 can also be helpful.

**Follow up on Self-Assessment Tool**

As an individual, after you review the tool, please take some time to think about these questions. Then begin discussion of them with your group.

1. What did you notice about the five key areas of focus (developing self-awareness, developing empathy, classroom climate, pedagogical choices, and leveraging networks)?

2. How can your team and your college PLH use this tool to support faculty in assessing their own attitudes and approaches and implementing evidence-based inclusive teaching practices?

3. How might your college community leverage these approaches in campus-wide discussions of Black Lives Matter and issues of equity and social justice?

**Professional Learning Support for Inclusive Pedagogy**

Individually and as a team, please take some time to review some of the web resources on equity and inclusive pedagogy in Sidebar Appendix.2. You may have other resources that you want to highlight. You may also want to revisit the discussion of inclusive pedagogy in Chapter 1.

1. Which of the Sidebar Appendix.2 resources seem like they would be particularly helpful to educators on your campus? Why? What ideas seem particularly relevant and helpful?

2. How could you best engage colleagues and support the spread of inclusive pedagogy on your campus? What venues could you create or use to advance this conversation?

3. How could your team spur or support professional learning on issues of equity and inclusive pedagogy? What kinds of professional learning would be helpful to different groups of faculty and staff? What can the college do to meet this need?

4. How can you draw on the *NLC Framework’s* Good Practice Principles for High-Impact Professional Learning in designing and offering high impact professional development in this area? For example:

- How can you draw on the existing expertise of faculty and staff? What resources of expertise can you leverage? Who could provide leadership? *(GPP #1)*

- How can you offer occasions for support, reflection, and ongoing learning as the semester unfolds? *(GPP #3)*

- What structures would mobilize the power of group learning and exchange? How can you make this conversation most productive? *(GPP #5)*

- What can you do to engage all faculty, full- and part-time? Student Affairs educators? *(GPP #6 and 7)*

- What productive role could students play in this process? How could you make students partners in this effort, and make sure that their voices are heard? *(GPP #8)*

With these issues and ideas in mind, begin developing your plans. Think about what can be done in the short term and what might need more long-range planning and development. You might consider ways to infuse inclusive approaches into existing professional learning as well as the creation of new programs. We strongly encourage you to partner with your PLH and other campus leaders active on these topics.

Worksheet Appendix.5

**Adaptive Learning for a Fast-Changing World**

Appendix Worksheets 1–4 have guided your team to reflect on two issues that are especially top of mind today as we think about the 2020–21 academic year: the COVID-19 pandemic and racial equity. But the future is likely to bring additional, ongoing change for educators, institutions, and students. This final worksheet builds on your collective thinking and asks you to look ahead to your institution’s future. What will it look like to fulfill your potential as an adaptive learning organization? We encourage you to utilize the Good Practice Principles (especially those from Chapter 4 on the institutional and ecosystemic levels) as you respond to each of these questions.

1. How do we help students become the adaptive learners, critical thinkers, and problem solvers that our society needs now and will continue to need in years to come?

a. What are we doing well in this regard? Where are there gaps? What could we do better?

b. What changes to our pedagogy, curriculum, and assessment could facilitate this? How could we advance those changes? *(GPP #9)*

2. How can we build a learning culture that uses professional learning to support faculty and staff as they, in turn, become more adaptive educators and leaders, adjusting to new realities and priorities? *(GPP #12)*

3. What kinds of institutional support will be necessary to help educators adapt to a future of ongoing change? What partnerships could be cultivated to support this work? *(GPP #11 and 13)*

4. Finally, how can we use professional learning to help our institution address the present moment and build adaptive capacity for the future? What would it look like for our college to grow as an adaptive learning organization, becoming more nimble and agile and developing informed responses to change? *(GPP #10 and 12)*

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   https://www.achievingthedream.org/resource/18100/toolkit-for-actionable-decision-making-in-times-of-disruption [↑](#footnote-ref-1)
2. Worksheets can be downloaded at https://www.achievingthedream.org/teaching\_and\_learning\_toolkit [↑](#footnote-ref-2)
3. Dewsbury, B., & Brame, C. J. (2019). Evidence-based teaching guide to inclusive teaching. CBE—Life Sciences Education, 18, 1–5.   
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