



Employing a Teaching-Focused IDP in Faculty and Future Faculty Development



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Session Learning Objectives

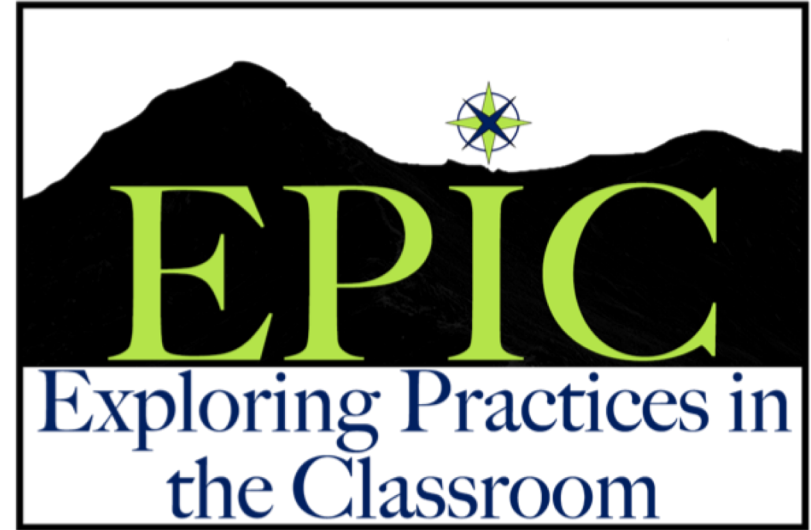
- Describe the benefits of using an individual development plan for self-reflection and goal-oriented planning
- Explain how this tool could be integrated into one's own professional development planning through their completion of a TDP
- Incorporate a TDP into professional development programs which participants facilitate and/or into their mentoring responsibilities

Ticket In: Write Your Ideas on a Notecard

- What is one personal or professional goal that you have accomplished?
- How did you hold yourself accountable in attaining that goal?

How We Came to TDP

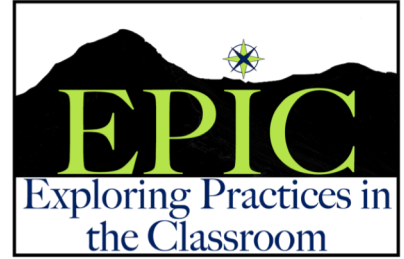
- Cohort-based interdisciplinary program
- Two consecutive semesters of participation
- 90-minute monthly meetings:
 - 60 minutes facilitated discussion
 - 30 minutes open conversation about current teaching challenges and successes



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How We Came to TDP

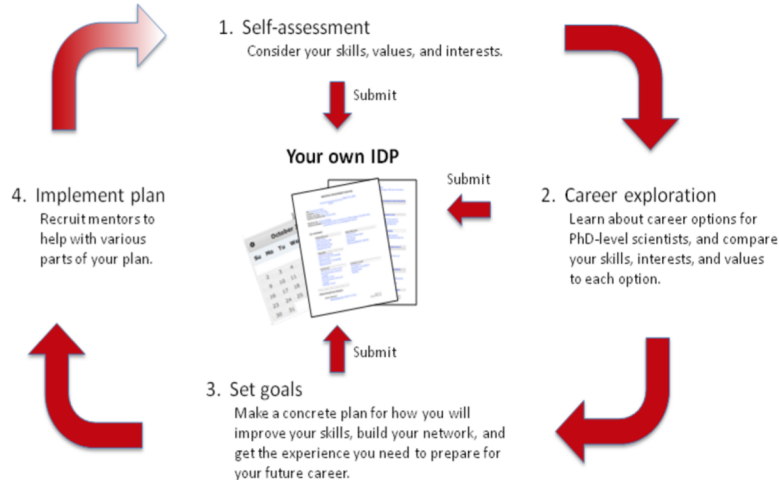


EPIC Learning Outcomes:

- Become familiar with current pedagogical research on evidence-based teaching.
- Gain confidence in talking about teaching and participating in pedagogical discourse.
- Make informed choices in course planning and classroom management.
- **Develop reflective teaching habits.**
- Build relationships with other graduate students who are invested in conversations about teaching.
- **Identify and become involved in teaching-related professional development opportunities offered by The Teaching Center and campus partners.**

Background on IDPs

- Clearly articulated goals focus energy and efforts, are more likely to be achieved (Locke & Latham 2002)
- IDPs are commonly used in industry, corporations and K-12 education as a way to intentionally set goals and track progress

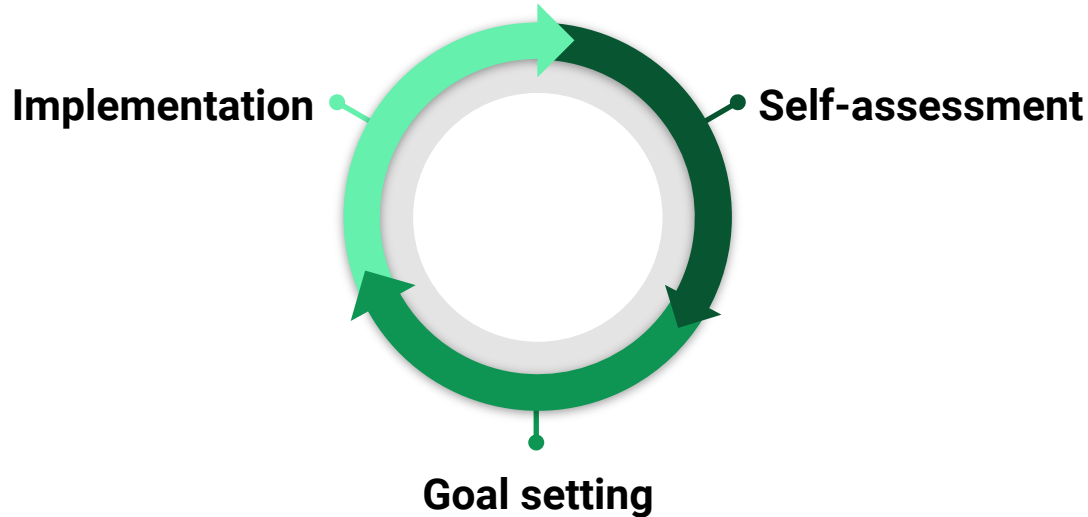


<http://myidp.sciencecareers.org/>



<https://www.imaginephd.com/>

Moving from General IDP to a TDP



- Teaching becomes the sole focus
 - Topics of skills inventory: leading course material, communicating with students, considerations in the classroom, feedback and reflection, professional development
- Fosters reflective teaching practice

First semester TDP

Teaching Development Plan: Semester 1

Name (please print your full name): _____ Date: _____

Name 3 key skills that you think are important for your future career

1.

2.

3.

Consider your skills inventory results related to leading course material, communicating with students, feedback and reflection, considerations in the classroom, and professional development in teaching. Based on your results, identify 3 strengths and 3 areas for growth.

Strengths	Areas for Growth
1.	1.
2.	2.
3.	3.

Teaching Development Plan: Semester 1

Select two areas for growth in teaching that you would like to focus on improving at different times in graduate school. You can select the same areas to focus across time periods or identify different areas for each box. Then, determine specific strategies that you can use to improve in these areas. Remember, the most effective strategies are those that are realistic and attainable but expand your current skills, knowledge and comfort zone.

	Areas for growth (e.g. presentation skills, using active learning, receiving feedback, managing difficult conversations)	How will you work on these areas? (e.g. workshops, teaching experiences, research)
This semester	<div><div>1.</div><div>2.</div></div>	
This year	<div><div>1.</div><div>2.</div></div>	
While in graduate school	<div><div>1.</div><div>2.</div></div>	

Second semester TDP

Teaching Development Plan: Semester 2

Name (please print your full name): _____ Date: _____

Consider the areas for growth you identified in your Semester 1 TDP. How did you work toward strengthening these areas? Are there obstacles that you faced that made improving these areas more difficult than anticipated? How will you anticipate or navigate these obstacles in the future?

	Areas for growth (identified during Semester 1)	If you were able to, in what ways did you work on these areas?	What obstacles did you face? How will you anticipate or navigate these obstacles in the future?
This semester	1.		
	2.		
This year	1.		
	2.		
While in graduate school	1.		
	2.		

Teaching Development Plan: Semester 2

Now that you've reflected on your Semester 1 TDP, revise or adjust your goals for improving your teaching at different times in grad school. These areas can be the same as, or different from, those identified in your Semester 1 TDP. You can select the same areas to focus across time periods or identify different areas for each box. Then, determine specific strategies that you can use to improve in these areas. Remember, the most effective strategies are those that are realistic and attainable but expand your current skills, knowledge and comfort zone.

	Areas for growth (e.g. presentation skills, using active learning, receiving feedback, managing difficult conversations)	How will you work on these areas? (e.g. workshops, teaching experiences, research)
This semester	1.	
	2.	
This year	1.	
	2.	
While in graduate school	1.	
	2.	

Implementation TDP in EPIC: Example 1

Chosen area for growth: “Creating an inclusive & accessible classroom”

1st TDP
(Jan)

Strategies Identified: “reading research, talking to colleagues, implementing during teaching”

2nd TDP
(Aug)

Implementation: “Read the book ‘Academic Ableism’, talked with colleagues about their experiences and strategies”

Further Strategies Identified: “Read pedagogy guides focused on accessibility, try out in syllabus and lectures”

Implementation of TDP in EPIC: Example 2

Chosen area for growth: “Identifying teaching-related career opportunities”

2nd TDP
(Aug)

Implementation: “Identified potential mentor”

Further Strategies Identified: “Determine possible objectives for potential mentoring with identified potential mentor”

3rd TDP
(Dec)

Implementation: “Requested and obtained AI [TA] assignment with a lecturer in my department”

Further Strategies Identified: “Initiate career discussions with departmental lecturers”

Trying the TPD for Yourself

- Please work individually to create a draft of your own Teaching Development Plan

TDP Follow-Up Discussion

- Share one of the areas for growth that you identified as well as at least one strategy that you'll use to address this area.
- What was the most beneficial part of filling out a TDP?
- What was the most challenging thing about filling out a TDP?
- How might faculty, faculty developers, or university administrators adapt this TDP for use with various purposes, audiences, and situations.

Large Group Mapping Activity: Transfer

Share out ideas from your group about how the TDP might be adapted for various purposes, audiences, and situations.

References

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