Teaching Practices Instruments

Classroom Observation Protocols

Reformed Teaching Observation Protocol (RTOP)
This classroom observation protocol measures the extent to which a class embodies various components of “reformed teaching.”


Teaching Dimensions Observational Protocol (TDOP)
This classroom observation protocol uses a two-minute time sampling method to track classroom teaching practices across five different dimensions: teaching methods, pedagogical strategies, student-teacher interactions, cognitive engagement, and instructional technology. The TDOP was based on a protocol by Osthoff et al. (2009).


Webpage: http://tdop.wceruw.org/

Classroom Observation Protocol for Undergraduate STEM (COPUS)
This classroom observation protocol uses a two-minute time sampling method to track instructor and student behaviors during class.


UTeach Observation Protocol (UTOP)
This observational instrument can be used to assess the overall quality of classroom instruction from kindergarten to the undergraduate level. The UTOP was designed to allow individuals to evaluate teaching effectiveness, while valuing different modes of instruction.

Webpage: http://utop.uteach.utexas.edu/

Oregon-Teacher Observation Protocol (O-TOP)
This observation protocol measures implementation of reform-based teaching strategies.


Inquiring into Science Instruction Observation Protocol (ISIOP)
This classroom observation protocol is designed to assist evaluators and researchers in determining the extent to which quality pedagogical practices and instruction about scientific inquiry are present in secondary science teaching.

Webpage: http://isiop.edc.org/

Partnership for Undergraduate Life Sciences Education (PULSE) Vision and Change Rubrics
These rubrics were developed by the PULSE Vision & Change Leadership Fellows to help departments self-assess the extent to which they have adopted the instructional principles outlined in the Vision and Change report (2011).


Self-Assessment of Teaching Practices and Beliefs

Approaches to Teaching Inventory (ATI)
The original instrument designed by Prosser and Trigwell (1999) is composed of 16 items that measure two separate dimensions of an instructor’s teaching approach. One scale determines the degree to which an instructor is focused on conceptual change/student-focused (CCSF). The other scale measures the degree to which an instructor is focused on information transmission/teacher-focused (ITTF). An additional part of the survey


**Perceptions of Teaching Environment Inventory (PTE/PTEI)**
This inventory measures perceptions of the departmental support for teaching, control of teaching, enabling student characteristics, appropriate academic workload, appropriate class size, appropriate learning space.


**Teaching Practices Inventory**
This instrument allows instructors and departments to reflect on their teaching practices, with a particular focus on the extent to which research-based teaching practices are being implemented.


**Teaching Self-Efficacy Scales**

**Faculty Teaching Efficacy Questionnaire**
This 28 item questionnaire measures faculty perception of their own teaching efficacy in six dimensions, including course design, class management, interpersonal relation, learning assessment, technology usage, and instructional strategy.

**Teacher’s Sense of Efficacy Scale (TSES). Also known as Ohio State Teacher Efficacy Scale (OSTES).**
An instrument that measures a teacher’s sense of efficacy on engagement, instruction, and management. Access to the instrument can be found at http://u.osu.edu/hoy.17/research/instruments/


**Teacher Efficacy Scale (TES) Long Form**
An 22 item instrument that measures teaching efficacy and personal efficacy. Access to the instrument can be found at http://u.osu.edu/hoy.17/research/instruments/.


**Teacher Efficacy Scale (TES) Short Form**
A 10 item instrument that measures teaching efficacy and personal efficacy. Access to the instrument can be found at http://u.osu.edu/hoy.17/research/instruments/.


**College Teaching Self-Efficacy Scale (CTSES)**
This is a 51 item general teaching self-efficacy scale for college professors.


The web page that contains the CTSES (in English) is http://www.uky.edu/~eushe2/Pajares/CTSES-Prieto2006.pdf

**Self-Efficacy Towards Teaching – Adapted (SETI-A)**
This is a 32 item general teaching self-efficacy instrument designed for graduate teaching assistants.

**Graduate Student Teacher Development and Self-efficacy**

**Self-Efficacy Toward Teaching Inventory**
This instrument was originally developed by Tollerud (1990) to measure self-efficacy among graduate teaching assistants (GTAs). An adapted version was later used by Prieto (1994).


**STEM GTA Teaching Self-Efficacy Instrument**
This instrument was developed from a general university faculty teaching instrument and measures graduate teaching assistant (GTA) teaching self-efficacy or belief in one’s ability to teach students in a specific context.


**GTA Professional Development Instrument**
This instrument measures how graduate students perceive their learning during courses/seminars on learning how to teach (TA training and professional development).