A	"Never OK!" behaviors, 7-8
Academic dishonesty, 108-109, 114	student challenges to, 11-12
Accidents, 109-110, 113	
Active learning, 59–74	C
asking good questions, 64-67	Campus resources, 49
classroom design for, 70-71	Change, advocating for, 50
forms of in-class participation, 73	Cheating, 108–109, 114
in a lab: negative controls, 63	Chemistry quiz, crafting, 94-96
in a lecture: ideal gas law, 61–62	Closed questions, 65
passive learning compared, 60	Cold calling, 72
Adding students, 15	Collaboration, encouraging, 52
Address, preferred form of, 8, 21	Competition, 49, 52
Amorous relationships, 104-105	Content, 31–42
Apology, 10	case study: fruit lab, 36–37
Assessments, 85–101	guiding student learning, 32-33
Bloom's taxonomy, 86-90, 92-96	introducing in first class, 21
challenges of, 85-86	sharing your learning process, 34-36, 37
cheating and plagiarism during,	steps in preparation, 33–34
108–109	system for preparing new, 37–38
writing, 89–96	week-to-week, preparing and planning,
See also Grading	41–42
Attendance, taking, 20, 107	Content preparation guide, 39-40
	Content preparation steps
В	building confidence in minimal material,
Bias	34, 36
boundaries, 11–12	building knowledge, 34, 37
in grading, 85–86, 97	identify the minimum, 33–34, 36
halo effect, 97	staying alert for insights, 34, 36–37
Bloom's taxonomy, 86-90, 92-96	Coordination meetings, 103
Board game analogy, 5–8	Crashers, 15
Boundaries, 5–12	Crisis, students in, 110-112
bias and, 11–12	Current events, acknowledging, 48
board game analogy, 5–8	
conversations, advice about, 10-11	D
defining, 8–9	Departmental and institutional information,
in-the-moment decision about, 9-10	112–114
maintaining, 9–11	Discrimination, 111

Distractors, 90–91, 94–95	providing extra resources, 105–106
Diversity, 45, 47, 50, 56	relationships with students, 104–106
Diversity statement, 50	students in crisis, 110–112
·	workload and office hours, 103-104
E	
E-mail	Н
privacy, 107	Halo effect, 97
welcome, 23-24, 49-50	Hand signals, 68
Equity, 43, 45, 50	How-Do-You-Know questions, 66
Error, normalizing, 68–70	
Essays, grading, 99–100	I
Exclusion, 43-45, 54-55, 105	Imposter feelings
	raising awareness of, 51-52
F	student, 21, 46, 48, 51-52
Family Educational Rights and Polices Act	teaching assistant, 24, 32, 52
(FERPA), 20, 106–108	Inclusive language, 21
Feedback, on public speaking, 20	Inclusivity, 43–58
Fill-in-the-blank questions, 91	being an inclusive teacher, 44-46
First class, 13–24	exclusionary language from students,
being welcoming, 20-21	54-55
crashers, 15	imposter feelings, 46, 48, 51-52
first-day concerns, 23-24	mindset, 46
giving students chance to talk, 22-23	preterm survey, 50, 56-57
inclusive language, 21	pronouns, 47, 55
speaking in the classroom, 19-20	taking action, 47–50
writing in class, 19	words, influence of, 52-54
Flexibility, 48	Inequity, 43-44, 53-54
Formal assessment, 85	Injury, 109–110, 113
Free-response questions, 92–94	Instructor guide, 14, 16
	Intentional actions, 47–50
G	Intentionality, 45
Gender bias, 11–12	Introducing yourself, 21
Grading, 85–101	
anonymous, 97	K
bias, 85-86, 97	Key, 96-99
earned grades, 86	
essays and lab reports, 99-100	L
fair, efficient, 96-100	Lab reports, grading, 99–100
posting grades, 107	Large-enrollment classes, inclusivity in, 46
privacy issues, 107	Learning management system (LMS), 107
suggestions for workflow, 100	Learning objectives, 89
writing comments for feedback, 100	Learning process, sharing your, 34-36, 37
written responses, 96-99	
Guide for student learning, being, 32–33	M
Guidelines for teaching, 103-114	Managerial questions, 64-65, 67
accidents and injuries, 109-110, 113	Mandatory reporter, 111
cheating and plagiarism, 108-109, 114	Microinequities, 53–54
privacy and FERPA, 106–108	Microinflammations, 53-54

Mindset	Preterm survey, 50, 56–57
inclusive, 46	Privacy, 106-108
positive, 1–2	Proctoring, 109
Multiple-choice questions, 90-92, 93	Professionalism, 103
	Pronouns, 47, 55
N	Public speaking, 19-20
Names of students	
learning, 47	Q
privacy, 107–108	Questions
Negative phrasing, 91	closed, 65
Normalizing error, 68–70	cold calling, 72
Notetaking apps, 19	hand signal answers, 68
0 11 /	high-stakes and lower-stakes, 65-66
0	How-Do-You-Know, 66
Office hours	managerial, 64-65, 67
evening, 49	normalizing error, 68–70
guidelines, 104	open, 65
One-minute notes, 73	rhetorical, 64
Open questions, 65	during Think-Pair-Share (TPS), 77-78
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	wait time, 66–67
P	Questions, assessment
Parents, 106	Bloom's taxonomy, 86–90, 92–96
Participation, 59–74	choosing best answer, 91, 93-94
asking good questions, 64–67	fill-in-the-blank, 91
cold calling, 72	free-response or short-answer, 92–94
encouraging in other students, 71	multiple-choice, 90–92, 93
first-day concerns, 23–24	Questions, student
hand signals, 68	addressing unanswered, 24
inclusivity, 48	first-day, 22–23
mobility in the classroom, 70–71	valuing, 22
normalizing error, 68–70	Quizzes. See Assessments
reducing barriers to, 48	R
silence as tool for, 66–67	Reflection, 25–30, 115–130
Think-Pair-Share (TPS), 75-83	information to include, 27
Passive learning, 59–63	sample, 30
active learning compared, 60	template, 29, 116–130
classroom scenarios switching to active	using, 28–29
learning, 61-64	writing, 26–27
Personal education information, 106	Relationships with students, 104–106
Personal Teaching Document, 14, 16–17, 36	Respect, from students, 24
Physical space, familiarity with, 18	Rhetorical questions, 64
Pictures of students, 107	Rights and responsibilities, 103
Plagiarism, 108-109, 114	Role model, 43
Positive tone, setting, 21	Rubric, 99–100
Practice walk-through, 18	
Preparation	S
first class, 13-20	Safety, student, 109-110, 113
steps in, 33–34	SafeZone training, 50

group size, 77

Self-criticism, 25 overview, 75-76 Sharing your experience, 48 Pair phase, 77-78, 82-83 Short-answer questions, 92-94 planner, 79-81 Silence, as tool for getting participation, Share phase, 78-79, 82 66 - 67Think phase, 76-77 Social connections, between students, 49 variations of, 82-83 Social contact with students, 105 Title IX, 6, 8, 111 Social media, 105, 107 Speaking in the classroom, 19–20 U Stem, 90-92 Ungrading, 85 Students in crisis, 110-112 W Support, 14 Support services, campus, 110-113 Warm calling, 73 Welcoming students, 20-21, 47 Wellness check, 110 "Who's in Class" form, 56 Talking, giving students a chance for, 22-23 Teacher-centered instruction, 45, 59-61, Workload, 103-104 63 - 64Writing assessments, 89-96 Teaching Reflection, 62, 99, 115-130 chemistry quiz example, 94-96 Test bank, 88-89 free-response or short-answer items, 92-94 Think-Pair-Share (TPS), 23, 48, 75-83 to address too-long silence, 67 multiple-choice items, 90-92

Writing on the board, 19