

Teaching Portfolio (Example)

**Dr. Jane Doe
Assistant Professor
Department of Counseling Psychology and Special Education**

**Summary Evidence for
CPSE 463: Assistive Technology for Students with Disabilities**

**Fall Semester
2017, 2018, 2019**

Fall, 2017

1. Table of Course Information & Student Ratings (CPSE 463)

I am scheduled to teach this course every fall to undergraduate majors.

Semester	Course/Section	Day/ Eve	Credit Hours	Enrolled	Hrs Outside Per Credit Hrs	Response Rate	Section Uncertainty Band	Dept Uncertainty Band	Ave. GPA
Fall 2017	CPSE 463 (001)	DAY	3	30	5.25	93%	4.1 (4.2-4.8)	4.4 (4.3 - 4.5)	3.81

2. Insert documents or provide a link to Student Ratings & Student Comments (CPSE 463)

<https://bit.ly/fakeurl1>

3. Insert documents or provide a link to selected course materials (e.g., syllabus, text, assignments, exams) (CPSE 463)

<https://bit.ly/fakeurl2>

4. Insert documents or provide a link to evidence of student achievement of learning outcomes (CPSE 463)

<https://bit.ly/fakeurl3>

5. Insert documents or provide a link to the completed *formative* “Evaluation of Teaching Effectiveness Through Peer Review” form by peer reviewer, John Smith/Department of Counseling Psychology & Special Education (CPSE 463)

Not applicable; I did not have a peer review my teaching this semester.

6. Insert documents or provide a link to other formative feedback (e.g., Mid-Course Evaluation, Student Consultants on Teaching) (CPSE 463)

Mid-Course Evaluation Results found here:

<https://bit.ly/fakeurl4>

7. Insert or provide a link to the “Evaluation of Teaching Effectiveness Through Self-Evaluation” completed form or other self-evaluation documents (CPSE 463)

The table below reflects my self-evaluation summary of teaching for CPSE 463 this semester.

Area	Sub-Area	Self-Assessment	Action Plan
Student Learning	Learning Outcomes	<ul style="list-style-type: none"> I am using the syllabus from the previous professor with few adjustments. The learning outcomes are based on our professional organizations' standards. 	<ul style="list-style-type: none"> Align assignments with Learning Outcomes
	Learning Activities	<ul style="list-style-type: none"> Based upon the mid-course evaluation, students were worried about being prepared for the final exam. Students tend to get off topic during discussion 	<ul style="list-style-type: none"> Give more frequent feedback. Consider developing a study guide for the final exam. Ask my mentor for suggestions regarding keeping students on topic.
	Learning Assessment	<ul style="list-style-type: none"> Students want prompt feedback on their assignments. 	<ul style="list-style-type: none"> Train my TA better and review a sampling of her work
Learning Environment	Relationships	<ul style="list-style-type: none"> This is a strength, based upon my self-evaluation, my mid-course evaluation, and the student evaluations of teaching. 	<ul style="list-style-type: none"> NA
	Settings	<ul style="list-style-type: none"> No concerns 	<ul style="list-style-type: none"> NA
	Materials	<ul style="list-style-type: none"> Student comments indicate they do not like the textbook, and some students rarely read the assigned chapters. 	<ul style="list-style-type: none"> Investigate other textbooks, materials
Processes of Improvement	Course Improvement	<ul style="list-style-type: none"> I have weak data regarding student achievement of learning outcomes. 	<ul style="list-style-type: none"> After aligning learning outcomes with assignments, analyze data to determine how well students are achieving outcomes.
	Professional Development	<ul style="list-style-type: none"> This is one of my strengths. 	<ul style="list-style-type: none"> Attend workshops by the Faculty Center and CTL. Invite a Student Consultant on Teaching to interview my students next year.

Fall, 2018

1. Table of Course Information & Student Ratings (CPSE 463)

Semester	Course/Section	Day/ Eve	Credit Hours	Enrolled	Hrs Outside Per Credit Hrs	Response Rate	Section Uncertainty Band	Dept Uncertainty Band	Ave. GPA
Fall 2018	CPSE 463 (001)	DAY	3	28	6.1	89%	4.7 (4.3 - 5.0)	4.4 (4.3 - 4.5)	3.32

2. Insert documents or provide a link to Student Ratings & Student Comments (CPSE 463)

Link to Student Evaluations of Teaching found here: <https://bit.ly/fakeurl1>

3. Insert documents or provide a link to selected course materials (e.g., syllabus, text, assignments, exams) (CPSE 463)

Link to Learning Suite found here: <https://bit.ly/fakeurl2>

4. Insert documents or provide a link to evidence of student achievement of learning outcomes (CPSE 463)

Link here: <https://bit.ly/fakeurl3>

5. Insert documents or provide a link to the completed *formative* “Evaluation of Teaching Effectiveness Through Peer Review” form by peer reviewer, John Smith/Department of Counseling Psychology & Special Education (CPSE 463)

Link to formative feedback by Dr. John Smith found here: <https://bit.ly/fakeurl4>

6. Insert documents or provide a link to other formative feedback (e.g., Mid-Course Evaluation, Student Consultants on Teaching) (CPSE 463)

Student Consultants on Teaching feedback from interview with students found here: <https://bit.ly/fakeurl5>

7. Insert or provide a link to the “Evaluation of Teaching Effectiveness Through Self-Evaluation” completed form or other self-evaluation documents (CPSE 463)

See form on the following page.

Evaluation of Teaching Effectiveness Through Self-Evaluation and Peer Review

Teacher's Name:

Jane Doe

Department:

Counseling Psychology & Special Education

Evaluator's Name:

Jane Doe

Date of Review:

1/15/2019

Course Evaluated:

CPSE 463: Assistive Technology for Students with Disabilities (Fall, 2018)

Undergraduate Graduate

Type of Evaluation:

Self-Evaluation

Peer Review

Formative (To be shared and discussed with instructor)

Summative (Confidential, for rank & status review)

If Summative, did you conduct previous formative evaluations?

Yes (Describe below)

No

Click or tap here to enter text.

Teaching Portfolio Materials Reviewed (check all that apply):

Syllabus

Textbook, reading materials

Examples of course assignments

Examples of quizzes, exams

Student learning data (e.g., test scores, student papers, performances, presentations, achievement of learning outcomes)

Feedback provided to students

Student ratings and comments

Instructor's self-evaluation

Other (list) [Click or tap here to enter text.](#)

Date & Time of Classroom Observation:

[Click or tap here to enter time.](#)

Live, in person Synchronous video Asynchronous video

Evaluation of Teaching Effectiveness Through Self-Evaluation and Peer Review

General Impressions	<input type="checkbox"/> Below <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exceeds Expectations Please provide evidence in a narrative, especially if you have marked “Below” or “Exceeds Expectations.”
<p>I am preparing this self-evaluation to reflect and improve upon my teaching as well as to facilitate discussion of my teaching in my upcoming annual stewardship interview. This reflects my assessment of my teaching for only one of the four courses I teach throughout the school year. This is the second time I have taught this class; I taught it for the first time last fall as a new assistant professor.</p> <p>Based upon the evidence I have collected, feedback from my mentor, and my analysis of this evidence, I believe I meet department, college, and university expectations for teaching.</p>	

Student Learning	<input type="checkbox"/> Below <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exceeds Expectations Please provide evidence in a narrative, especially if you have marked “Below” or “Exceeds Expectations.”
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Learning Outcomes

Are the course learning outcomes clear, appropriate to the course, and consistent with program outcomes?

I have 14 course learning outcomes, each aligned to the Council for Exceptional Children’s Initial Standards for Professional Preparation.

Do the learning outcomes reflect the Aims of a BYU Education?

The LO's reflect the Aims of a BYU Education primarily by being intellectually enlarging and leading to lifelong learning and service. Student ratings in the 4 Aims range from 84-89%. Student comments about how this course aligns with the Aims are few, but all are positive.

Are the learning outcomes effectively communicated to students?

The LO's are communicated on my syllabus and I review them in class at the beginning of the semester and before each instructional unit. I need to show how they align with the CEC/CAEP standards and how each assignment aligns with the LO's.

Learning Activities

Is the course well-organized?

My mentor, Dr. John Smith, reviewed my syllabus and recommended I change some of the sequencing of course content, which I will implement when I teach the course again next fall. Also, he recommended that I post announcements online rather than spend time at the beginning of class making announcements (because it tends to take up too much time). Several students commented that the 3-hour class is well-organized and goes by

Evaluation of Teaching Effectiveness Through Self-Evaluation and Peer Review

Are learning activities (e.g., lectures, discussions, reading, homework, papers, projects, labs, performances, student presentations) well-designed and appropriate to the course?

quickly because they are engaged in the discussions and hands-on learning. My mentor gave me formative feedback regarding how to use class breaks more effectively, which I will enact next fall.

Do the learning activities promote student engagement?

My analysis of the student evaluations (ratings and comments) of my teaching indicate students enjoy the learning activities, and are highly engaged in and outside of class. However, there were the following trends for improvement:

- The textbook was dry, difficult to understand, and not integrated with the class discussions.
- Students want timely feedback on assignments.
- Students are worried about not being prepared for the final exam.

Do the learning activities effectively facilitate the achievement of learning outcomes?

The student evaluations indicate they are highly engaged in learning.

As mentioned earlier, I need to align all of my assignments with the course LOs.

Learning Assessment

Are assessment instruments aligned with learning outcomes?

My mentor has recommended that I work with our CTL rep to determine whether the course assessments are aligned with the LOs.

Are assessments effective measures of student learning?

This is a hands-on course with assignments in the public schools and other organizations. The rigor of the IRIS modules is not high - students typically get full credit; I will consider reducing their weight.

How well are students achieving the learning outcomes?

I use a mastery learning approach for all assignments (but not for quizzes and exams). I allow students to re-submit assignments, if they so choose. They get 1/2 of the points they earned on the second submission. This tends to inflate GPAs, but it also gives students additional opportunities to learn the skills necessary to be an effective teacher. Also, mastery is required for recommending our teacher candidates for licensure.

Student GPAs ranged from 3.18-3.81, which is one indicator of student learning. A more important indicator is whether they use

Evaluation of Teaching Effectiveness Through Self-Evaluation and Peer Review

these skills when they are student teaching, but this type of assessment is beyond the scope of this class.

Learning Environment	<input type="checkbox"/> Below <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exceeds Expectations
Please provide evidence in a narrative, especially if you have marked “Below” or “Exceeds Expectations.”	

Relationships

Does the instructor integrate faith into the course and inspire students in their learning?

Only some student comments indicate I integrate faith and lifelong learning into my teaching. Integration of faith is something I need to improve upon, even though we begin with prayer and a 3-minute devotional (students sign up voluntarily). I need to integrate faith – as appropriate – into the topics better.

Are instructor-student interactions appropriate, respectful, inclusive, and motivating to students?

An analysis of my student comments indicates the following trends regarding my interactions with students: I help students succeed, work with student concerns, and explain difficult concepts. They note that I am respectful of students, even when their opinions differ from mine or their peers. Students appreciate that I accommodate their various learning styles and give them extra support when they don't understand certain concepts.

Does the instructor foster positive and supportive student-student interactions and ensure respectful discussions of challenging issues?

Many student comments indicate they feel a part of the group and 'love' their cohort. None indicated they didn't feel included.

Settings

Does the instructor use the classroom, lab, studio, etc. to create an effective setting for inspiring learning?

My classes are held in the MCKB with a capacity of 32 students. I like the movable desks/chairs because we do a lot of small group work.

Does the instructor create an atmosphere that motivates students to be active and engaged learners?

After an informal observation of one of my classes, my mentor reported to me that students were highly engaged in small group or 1:1 discussions/activities (approximately 65% of the time).

Does the instructor create an atmosphere of civility and

The SCOT reported to me about the interview with students – they felt an environment of civility and respect in my class. One of my

Evaluation of Teaching Effectiveness Through Self-Evaluation and Peer Review

respect that welcomes diversity, promotes equity, and invites belonging for all students, “regardless of their race, gender, sexual orientation, or other distinguishing feature”¹?

LGBTQ+ students took the initiative to meet individually with me for support and we continue to meet. I have referred him to appropriate on-campus and off-campus resources.

Does the instructor make reasonable efforts to make learning opportunities accessible to students with differing needs (e.g., physical, psychological, situational, technological)?

I had 2 students with accommodation letters in this class. They both needed additional time to complete their assignments. However, one student didn't use the additional time I gave her. The other student did, and her assignments were not marked down in any way related to when she completed them.

Materials and Other Resources

Are course materials (e.g., text, notes, instructional technologies, teaching assistants) current and appropriate for the course?

Student comments on my teaching evaluations indicated the students do not like the textbook because it is “dry” and “boring.” Some students expressed dissatisfaction with the TA's grades on some assignments (inconsistent, too rigorous). I will continue to monitor this and make sure I train my TA effectively.

Are course materials used effectively to facilitate learning?

Students mention that I don't integrate the concepts in the textbook well with our class discussions. I will investigate other possible textbooks and work toward better integration.

Where appropriate, do course materials reflect a diversity of sources and perspectives (e.g., gender, race, ethnicity, culture)?

The textbook gives several examples of using assistive technology with students from various cultures. One chapter is dedicated to cultural considerations.

Processes of Improvement	<input type="checkbox"/> Below <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exceeds Expectations
Please provide evidence in a narrative, especially if you have marked “Below” or “Exceeds Expectations.”	

Course Improvement

Are assessment data and other sources of evidence effectively and consistently used to

Because I use a competency-based learning approach, I am frequently using student data to help them achieve the course learning outcomes. Almost all students achieve mastery with each

Evaluation of Teaching Effectiveness Through Self-Evaluation and Peer Review

improve the learning outcomes, learning environment, activities, and assessments?

Do these improvements lead to increased achievement of learning outcomes?

initial submission. I (or my TA) work closely with the few students who need additional support to meet minimum levels of competency.

From reviewing student data on the major assignments, I realize I need to do a better job of evaluating student progress on each learning outcome to find their gaps in learning.

Professional Development

Does the instructor engage in regular self-evaluation of their own teaching?

I evaluate the effectiveness of my teaching after each class and make notes regarding what went well and what needs to be changed. I also talk to my mentor regularly about some of the struggles I am having with my teaching, and he gives me specific feedback. I worked with my mentor to find themes in the student evaluations. He was helpful in identifying some themes that I didn't notice.

Does the instructor participate in activities (e.g., consultations, seminars, courses, study of pedagogy literature) that help them learn and develop as an instructor?

Two weeks prior to Dr. Smith's scheduled visit, I provided him with a link to my course on Learning Suite, where he reviewed my syllabus, learning outcomes, assignments, exams, and learning activities. I also asked him in advance to specifically watch for my strategies to help students get back on topic.

Does the instructor implement best practices, and have they assessed the impacts of those practices?

I had a SCOT interview my students about this course. The SCOT and I met to discuss the information and based upon this discussion and other data I have gathered, I will make changes to the textbook, assignments, and will give more prompt feedback on student assignments.

¹ Worthen, K. J. (2020, September 8). *The process and power of hope*. BYU Devotional. <https://speeches.byu.edu/talks/kevin-j-worthen/process-power-hope/>

Fall, 2019

1. Table of Course Information & Student Ratings (CPSE 463)

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Student Consultants on Teaching video and feedback found here:
<https://bit.ly/fakeurl5>

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Evaluation of Teaching Effectiveness Through Self-Evaluation and Peer Review

Teacher's Name:

Jane Doe

Department:

Counseling Psychology & Special Education

Evaluator's Name:

Jane Doe

Date of Review:

1/15/2020

Course Evaluated:

CPSE 463: Assistive Technology for Students with Disabilities (Fall, 2019)

Undergraduate Graduate

Type of Evaluation:

Self-Evaluation

Peer Review

Formative (To be shared and discussed with teacher)

Summative (Confidential, for Rank & Status Review)

If Summative, did you conduct previous formative evaluations?

Yes (Describe below)

No

Click or tap here to enter text.

Teaching Portfolio Materials Reviewed (check all that apply):

Syllabus

Textbook, reading materials

Examples of course assignments

Examples of quizzes, exams

Student learning data (e.g., test scores, student papers, performances, presentations, achievement of learning outcomes)

Feedback provided to students

Student ratings and comments

Teacher's self-evaluation

Other (list) I reviewed the video taken by Student Consultant on Teaching on 12/6/19

Date & Time of Classroom Observation:

12/6/2019 9:00-10:15 am (video)

Live, in person Synchronous video Asynchronous video

Evaluation of Teaching Effectiveness Through Self-Evaluation and Peer Review

General Impressions	<input type="checkbox"/> Below <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exceeds Expectations Please provide evidence in a narrative, especially if you have marked "Below" or "Exceeds Expectations."
I obviously have strengths and weaknesses and I have noted them below. I believe I meet the expectations for teaching as outlined in our college's Rank & Status Policy.	

Student Learning	<input type="checkbox"/> Below <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exceeds Expectations Please provide evidence in a narrative, especially if you have marked "Below" or "Exceeds Expectations."
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Learning Outcomes

Are the course learning outcomes clear, appropriate to the course, and consistent with program outcomes?

I need to update my Learning Outcomes to reflect the 7th edition of the CEC's Initial Standards for Professional Preparation and to the CAEP standards. I need to coordinate these LO's with our program standards to check for overlap with other courses. Then I need to link these appropriately to our Program Outcomes.

Do the learning outcomes reflect the Aims of a BYU Education?

I have been working on integrating the Aims of a BYU Education into this course and have seen an increase in students' ratings to 87-95%. Over the past 3 times I have taught this course, there has been an increasing trend.

Are the learning outcomes effectively communicated to students?

My learning outcomes are listed on my syllabus and aligned to learning activities. I review these outcomes at the beginning of the course, and review them with the students upon completion of each instructional unit.

Learning Activities

Is the course well-organized?

I made several adjustments based upon feedback from last year: I consulted with professors at other universities who teach a similar course which led to me adopting a better textbook, used Learning Suite for quizzes, and replaced the final exam with a comprehensive case study. I made a goal to return their assignments within 1-2

Evaluation of Teaching Effectiveness Through Self-Evaluation and Peer Review

Are learning activities (e.g., lectures, discussions, reading, homework, papers, projects, labs, performances, student presentations) well-designed and appropriate to the course?

class periods and have been successful at promptly returning their work, with the assistance of my TA.

Do the learning activities promote student engagement?

My mentor, Dr. John Smith, completed a formative and summative evaluation this semester. The formative feedback he gave me was very positive and highlighted the high levels of student engagement, particularly in small group discussions.

Do the learning activities effectively facilitate the achievement of learning outcomes?

I am going to work with our CTL representative to collect and analyze data in this area.

Learning Assessment

Are assessment instruments aligned with learning outcomes?

I created a table showing each learning outcome and how it aligned with each assignment and I included that table on my syllabus. That helped me to find some of the holes in my assessment methods. I found a few learning outcomes had very weak measurement, which I will improve next time I teach this class.

Are assessments effective measures of student learning?

After having recently revised the course, it now has 13 quizzes (worth 21% of the grade), IRIS modules (9.76%), Assistive Tech Observations (8%), AT Proficiency Demonstration (20%), Augmentative Communication Training (8%), and Comprehensive Case Study (33%). The rigor of the IRIS modules is not high - students typically get full credit; I will consider reducing their weight further.

How well are students achieving the learning outcomes?

This semester students' GPAs ranged from 3.02-3.81, similar to last year's GPAs. Students must earn a 3.0 in their courses in order to be recommended for licensure in the state of Utah. My TA and I work closely with my students to help them achieve the learning outcomes, while still requiring high quality work and effort from the students. I will work with our CTL rep to set up a system to analyze data regarding achievement of each learning outcome.

Evaluation of Teaching Effectiveness Through Self-Evaluation and Peer Review

Learning Environment	<input type="checkbox"/> Below <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exceeds Expectations
Please provide evidence in a narrative, especially if you have marked "Below" or "Exceeds Expectations."	

Relationships

Does the instructor integrate faith into the course and inspire students in their learning?

I have been working on integrating faith and inspiring learning into my courses. More importantly, I have tried to share my testimony naturally and through the way I treat my students and others. The student evaluations show an increase of student comments in this area.

Are instructor-student interactions appropriate, respectful, inclusive, and motivating to students?

This semester I had a Student Consultant on Teaching take a video of one class period. In viewing the video taken by the SCOT, I noticed that I sometimes let student comments take us off topic for too long. I need to figure out a way to respect students' opinions and decide when to let us go 'off track' and when to get back 'on track.' I will work on this and invite another SCOT to videotape my next class so I can evaluate my improvement.

Does the instructor foster positive and supportive student-student interactions and ensure respectful discussions of challenging issues?

Comments on my student evaluations indicate they like small group discussions and when we use the "Think-Pair-Share" strategy.

Settings

Does the instructor use the classroom, lab, studio, etc. to create an effective setting for inspiring learning?

I have no concerns in this area. I am grateful to get to teach in the same building as our department offices.

Does the instructor create an atmosphere that motivates students to be active and engaged learners?

Both the SCOT and my mentor mentioned to me the positive atmosphere created in this class. The students certainly contribute to this environment.

Does the instructor create an atmosphere of civility and respect that welcomes diversity, promotes equity, and

We had two male students in our class this semester and 30 females. I made it a point to encourage the participation of these young men, to not just use female terminology when discussing teachers or other education professionals (most of whom are

Evaluation of Teaching Effectiveness Through Self-Evaluation and Peer Review

invites belonging for all students, “regardless of their race, gender, sexual orientation, or other distinguishing feature”¹?

female), and to show my respect to them for choosing teaching as a profession.

Does the instructor make reasonable efforts to make learning opportunities accessible to students with differing needs (e.g., physical, psychological, situational, technological)?

At the beginning of the semester, I had no students who required accommodations, but 4 weeks into the semester, a student disclosed to me about her depression and eating disorder. I met with her about appropriate services on campus and she eventually was granted reasonable accommodations for her classes.

Materials and Other Resources

Are course materials (e.g., text, notes, instructional technologies, teaching assistants) current and appropriate for the course?

I have just changed the textbook and can already see difference in how I can integrate its content with the classroom activities. Student comments about the current textbook are very positive, primarily because the textbook is practical in its format.

Are course materials used effectively to facilitate learning?

Because last year some students expressed dissatisfaction with the TA's grading of assignments, I developed rubrics for subjective assignments. Student comments this year regarding grading were generally positive.

Where appropriate, do course materials reflect a diversity of sources and perspectives (e.g., gender, race, ethnicity, culture)?

The new textbook does not cover diverse issues as well as the old textbook; therefore, I will supplement with readings that reflect a broader diversity of perspectives.

Processes of Improvement

Below
 Meets
 Exceeds Expectations

Please provide evidence in a narrative, especially if you have marked “Below” or “Exceeds Expectations.”

Course Improvement

Are assessment data and other sources of evidence effectively and consistently used to improve the learning

I used data collected from the previous two semesters to make many changes in my course (e.g., new textbook, different assignments, adjusted weighting of assignments). I worked with our

Evaluation of Teaching Effectiveness Through Self-Evaluation and Peer Review

outcomes, learning environment, activities, and assessments?

Do these improvements lead to increased achievement of learning outcomes?

CTL representative to develop a system for analyzing student achievement of each learning outcome.

Last year I was concerned about measuring student progress on each learning outcome to find their gaps in their learning. I was able to do this more thoroughly this year, but I am still not satisfied. I may consider a Decision-Based Learning approach in a future iteration of this course.

Professional Development

Does the instructor engage in regular self-evaluation of their own teaching?

Does the instructor participate in activities (e.g., consultations, seminars, courses, study of pedagogy literature) that help them learn and develop as an instructor?

Does the instructor implement best practices, and have they assessed the impacts of those practices?

I complete an informal self-evaluation at the end of each semester.

This past year I attended workshops by the Faculty Center and the Faculty Women's Association, and I attended professional conferences and workshops to improve my content knowledge in best practices. I take notes within my PowerPoint files so the content is ready for me to integrate into class discussions. I also visit teachers in the schools to stay current with current technology practices.

I have changed one of my assignments (AT Proficiency) because of what I have observed in the schools. I will investigate the possibility of working with IP&T to create badges for this assignment. Based upon the changes I have made and the data I have analyzed regarding student learning, it appears there are some correlations between the two.

¹ Worthen, K. J. (2020, September 8). *The process and power of hope*. BYU Devotional. <https://speeches.byu.edu/talks/kevin-j-worthen/process-power-hope/>