

Sample – Menu of Options of Teaching Evidence

Summative Student Feedback

- Student end-of-course rating forms
- Narrative comments from student end-of-course rating forms
- Written feedback by students and/or alumni
- Review of scholarly and/or creative work produced by students
- Evidence of learning based on one or two key course outcomes (not grades)
- Program assessment, certification exams, alumni surveys
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Formative Student Feedback

- Mid-course feedback surveys
- Mid-course student feedback sessions/focus groups
- Use of Classroom Assessment Techniques that make visible student learning (one-minute papers, muddiest point, concept maps)
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Self Review

- Self-analysis, including written reflection on course outcomes, strengths and next steps
- Evidence of innovative approaches to teaching (in method or content), as well as extra efforts in developing new courses or laboratories
- Reflections of efforts to improve teaching effectiveness
- Plans for future teaching efforts
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Peer/Chair Feedback

- Review of artifacts reflecting course organization (e.g., course syllabi, outlines, reading lists, online course materials)
- Descriptive letter written by a colleague, reflecting upon a class visit or review of course materials.
- Class observations by peers
- Class observations by chairs/directors
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Ongoing Teaching Development

- Participation in workshops
- Redesigning courses
- Trying out new technologies or teaching methods
- Participating in an OTL teaching consultation/course observation/video recording
- Participating in a 'teaching triangle' (peer review process)
- Writing about teaching - journal articles, book reviews, OTL blog post, etc.
- Facilitating a teaching workshop
- Attending teaching-related conference
- Conducting a scholarship of teaching and learning project
- Taking a course or other learning experience and reflecting on teaching practice
- Participating in a teaching-oriented discussion group/faculty learning community
- Mentoring a colleague regarding teaching
- Team teaching
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