

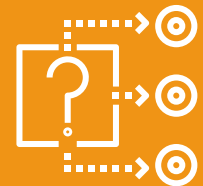


Reflection on Teaching

Providing Evidence of Teaching Effectiveness Beyond Course Evaluations



Purpose



Faculty Evaluation criteria includes the expectation of providing multiple forms of evidence of teaching effectiveness. This session will give faculty opportunities to discuss and explore a variety of effective materials to include in faculty annual updates to support your teaching and learning.



What are proper pieces of evidence to include in a annual update?

- ✓ **Course syllabi and/or written statements of key assignments.**
- ✓ **Grading rubrics, sample assignments, student writings, and/or other graded works**
- ✓ **Classroom visitation reports by departmental colleagues.**
- ✓ **Departmental colleagues' assessment of a course folio over a range of courses with a view to determining the candidate's contributions to learning. The folio consists of course syllabi, tests and assignments, and/or examples of A, B, and C level student papers.**
- ✓ **Letters from particularly successful students, such as those in graduate or professional school, and/or those now established in their fields.**
- ✓ **Any other reasonable measures of learning and the instructor's impact on students' intellectual and personal development.**

What is an example of an exemplary Grading Rubric / Assignments

Disability Fact Sheet (1 and 150 points. 150 points total)

Due by Thursday, 11:59 PM ET Week 7

One of the final projects in this course is the creation of a disability fact sheet. Everyone will choose one category of special education to investigate and then create a fact sheet communicating key ideas about learners with each disability and accommodations that support those learners in the classroom. We will present our fact sheets in class.

Assignment Rubric

	100%	90%	80%	70%	0
Executed Guidance	Completely	Mostly	Somewhat	Limited	None
IDEA Disability Category	12.5 points	11.25 points	10 points	8.75 points	0 points
Characteristic 1	12.5 points	11.25 points	10 points	8.75 points	0 points
Characteristic 2	12.5 points	11.25 points	10 points	8.75 points	0 points
Characteristic 3	12.5 points	11.25 points	10 points	8.75 points	0 points
Prevalence	12.5 points	11.25 points	10 points	8.75 points	0 points
Identification Method 1	12.5 points	11.25 points	10 points	8.75 points	0 points
Identification Method 2	12.5 points	11.25 points	10 points	8.75 points	0 points
Accommodation 1	12.5 points	11.25 points	10 points	8.75 points	0 points
Accommodation 2	12.5 points	11.25 points	10 points	8.75 points	0 points
Accommodation 3	12.5 points	11.25 points	10 points	8.75 points	0 points
Accommodation 4	12.5 points	11.25 points	10 points	8.75 points	0 points
Additional Resources	12.5 points	11.25 points	10 points	8.75 points	0 points

Observations

Tips to Support Strong Observation Documentation

- *Finding someone outside of your department*
- *Using a specified guidance document to support your observation*
- *Connecting your observation to other resources in your review*

Reflection Portfolio

- Example

Snapshot

75 points

Due by Sunday, 11:59 PM ET

Format

Download: [Montessori Reflection Portfolio Template](#)

You can either use the Reflection Portfolio Template itself or create something in a different medium that allows you to represent the lessons you are learning in a way that is meaningful to you. Examples include:

- Word document
- Slide deck
- Blog
- Website
- Podcast
- Video journal
- Graphic novel

You can also choose to integrate different mediums into your portfolio. For example, if you choose to create a PowerPoint-type presentation, you can still include graphics and videos in that medium as you see fit.

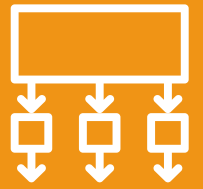
Guidance

The Reflection Portfolio spans the Montessori Education M.Ed. program. In one week of each course, you will submit a reflection entry that examines a connection between the weekly content to other coursework, past or present.

1. Select a format for your reflection entry.
2. Use **Montessori Reflection Portfolio Template** to:
 - a. Identify a connection between this week's content to other coursework.
 - b. Share and explain an artifact that demonstrates this connection.
 - c. Discuss the development of your teaching practice.
3. Submit your reflection entry.



What are your next steps?



- Choose your Exemplary Documents



- Assess Relevance to your Portfolio



- Annual Update Explicit Connection to Documents



- Finalize and Cite



Alternate Examples

- ✓ Letters from students that explicitly indicate the impact of the instructor's work on their intellectual and personal development.
- ✓ Documentation of the creation of pedagogical resources that demonstrate knowledge of and dedication to methods that improve student learning. For example, a video on strategies to achieve universal participation in the classroom.
- ✓ Documented participation in a pedagogy workshop, such as the Loyola Ignatian Pedagogy Workshop, or a pedagogy conference.
- ✓ Evidence of involving students in research activities (this is a High Impact Practice). For example, the actual finished project or documentation of the student's participation in an undergraduate conference.
- ✓ Awards or other formal professional recognition for excellence in teaching or mentoring.
- ✓ Evidence of methods that integrate students' learning across disciplines or with experiences outside of the classroom. For example, documentation of a Messina trip that tightly links with academic content and explanation of how the integration is achieved.
- ✓ Documentation of a class project in a course that involved project-based learning. For example, photographs of the Govans Urban Forest project that Billy Friebele of Fine Arts led with students in a course on Public Art.