Documenting Excellence in Teaching

Center for Teaching & Assessment of Learning

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# Think about your practice:

Evidence of high quality performance

* student evaluations of teaching that show explainable trends
* positive and specific peer evaluations of teaching
* effective course development and design
* Written reflection and demonstrated continuous improvement

Evidence of high level effort

* innovative and effective uses of instructional technology
* teaching leadership and mentoring of peers
* scholarship of teaching and learning
* invited speaking engagements supportive of a record of teaching excellence

# Think about your narrative:

* Include Past Accomplishments, Present Activities, Future Plans in order to provide a roadmap for readers of my dossier
* Write to engage scholars in and outside of my field of study

# Think about Impact

* Mentees’ achievements
* Graduate students’ achievements
* Successful undergraduate/graduate advisement
* Teaching leadership- designed and revised courses, served on curriculum and or assessment committees

# Think about how your teaching has changed over time

* Do student evaluations of teaching change over time?
* Highlight hidden strengths
* Explain gaps and dips in your record (advocate for yourself)
* Teaching enrichment activities

# Think how you can document teaching quality

* Student Evaluations
* Comments from student evaluations
* Unsolicited comments from students
* Peer review
* Awards and invited presentations

# Think about your impact on student learning

* What have I done to foster student achievement?
* How are my methods congruent with the needs of your students and your discipline?
* How do I balance high standards with appropriate levels of support and feedback?
* What evidence can I present of student achievement? – Work examples
* What have I done to shape students’ knowledge and skills?
* How do I ensure that course content is congruent with general education objectives and the latest knowledge in my field and professional practice?
* How do I ensure that students understand that this is why I teach this content?
* How do I include skills appropriate for students I teach?
* How does my work in mentoring students contribute to the development of students’ skills in research, practice, or professional identities?

# Resources

Center for Teaching & Assessment of Learning [CTAL-info@udel.edu](mailto:CTAL-info@udel.edu) can assist

* Arizona State University, Office of the Provost: <https://provost.asu.edu/promotion_tenure/exemplars>
* Elements of a Professional Academic ePortfolio. Bauer, G. <https://docs.google.com/document/d/17L5uXVKx_jtwck8C2RnHuelCbKLhrC0F2HZlPNy9F_E/edit>
* How Learning Works. Ambrose, S., Bridges, M.W. (2010). -http://www.amazon.com/How-Learning-Works-Research-Based-Principles/dp/0470484101
* Leckie, R.M. and St.John K (2010) Your Tenure Narrative. Inside Higher Education. <https://www.insidehighered.com/advice/2010/11/10/your-tenure-narrative>
* Teaching Portfolio-Smolter, N. <http://www.nicolesmolter.com/teaching/teaching-philosophy>