### Teaching Portfolio Criteria and Examples of Evidence

**NOTE:** This list of evidence is not meant to be exhaustive, nor are nominees expected to address each piece of evidence listed.

<table>
<thead>
<tr>
<th>Criterion #1</th>
<th>Possible Examples of Evidence</th>
<th>Where You Might Include Evidence for Criterion # 1 in Your Teaching Portfolio?</th>
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</thead>
</table>
| **Evidence of Growth and Reflective Practice as an Online Educator**  
One of the purposes of the portfolio is to track the evolution and enhancement of your online teaching and learning practices. Each of you has had a unique set of experiences, key learning moments, and challenges you have encountered; this criterion affords you the opportunity to provide a dynamic portfolio of who you are as an online educator and how/why you have come to be that person. | • Displays openness to online education.  
• Demonstrates self-awareness of values, strengths and weaknesses as online educator.  
• Explores new, creative, and innovative strategies, tools, & technologies, guided by learning outcomes.  
• Seeks feedback from students and peers to improve quality in online course design and online teaching (i.e., engages in cycle of continuous course improvements).  
• Participates in professional development for teaching and learning, particularly regarding online teaching. | Section 1) Philosophy of Teaching and Mentoring  
Section 2) Teaching Vita (listing professional development for online teaching & learning)  
Section 3) **Evidence of Teaching Excellence & Innovation**  
Section 4) Evidence of Teaching Effectiveness & Impact |

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<tr>
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| **Online Student and Learner Engagement**  
Research has shown us that learning is significantly enhanced when students are engaged with the course, the subject areas and the online learning environment. The selection committee will be looking for evidence of your approaches to ensuring student and learner engagement. | • Creates an accessible and inclusive online course that follows universal design standards.  
• Provides opportunities for instructor-student, student-student, and student content interaction, to foster mastery and application of course material.  
• Demonstrates online instructor presence by engaging actively and frequently with learners throughout the online course.  
• Builds an online learning community, creating an inclusive, supportive, and engaging climate for learning.  
• Facilitates positive communication and respectful interaction in the online course, with clear expectations for participation and interaction. | Section 1) Philosophy of Teaching and Mentoring  
Section 3) **Evidence of Teaching Excellence & Innovation**  
Section 4) Evidence of Teaching Effectiveness & Impact |
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| **Assessment of Online Student Learning and Achievement** | - Designs and implements activities, assignments, and assessments that are meaningful, purposeful, and relevant to the course learning outcomes.  
- Includes activities, assignments, and assessments that leverage the online environment.  
- Uses a variety of methods to assess student learning & mastery of content.  
- Uses formative and summative assessments.  
- Makes evaluation criteria clear to students (e.g., use of rubrics; tutorials; models of exemplary assignments).  
- Provides prompt, clear, useful and constructive feedback to online students.  
- Shows how learning was transformative in the online course. | Section 3) Evidence of Teaching Excellence & Innovation |

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| **Online Teaching Effectiveness and Impact** | - Receives favorable student ratings from university evaluations, and positive student feedback & comments.  
- Includes summary of student ratings from university evaluations for at least four semesters of online teaching, noting class size.  
- Provides an example of quality online course design and teaching to Mason faculty.  
- Impacts online quality at Mason through service to the Mason online faculty community (e.g., mentoring other online faculty, serving as online course reviewer, sharing best practices for online teaching with Mason online faculty).  
- Demonstrates quality indicators and standards for online teaching excellence, as described in Stearns Center Digital Learning Faculty Self-Checklist.  
- Includes two support letters which make a strong case for online teaching effectiveness.  
- Provides a clear closing statement, reflecting on summary of student ratings & support letters. | Section 1) Philosophy of Teaching and Mentoring  
Section 2) Teaching Vita (listing professional development for online teaching & learning)  
Section 3) Evidence of Teaching Excellence & Innovation  
Section 4) Evidence of Teaching Effectiveness & Impact |