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| **Criterion #1** | **Possible Examples of Evidence An excellent online instructor…** | **Where You Might Include Evidence for Criterion # 1 in Your Teaching Portfolio?** |
| **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. | Innovate it. |
| Demonstrates self-awareness of values, strengths and weaknesses as online educator. | Improve it. |
| Explores new, creative, and innovative strategies, tools, & technologies, guided by learning outcomes. | Dream it.  Build it. |
| 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). | Humanize it.  Improve it. |
| Participates in professional development for teaching and learning, particularly regarding online teaching. | Share it. |

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| **Criterion #2** | **Possible Examples of Evidence An excellent online instructor…** | **Where You Might Include Evidence for Criterion # 2 in Your Teaching Portfolio?** |
| **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. | Humanize it. |
| Provides opportunities for instructor-student, student-student, and student content interaction, to foster mastery and application of course material. | Build it. |
| Demonstrates online instructor presence by engaging actively and frequently with learners throughout the online course. | Communicate it. |
| Builds an online learning community, creating an inclusive, supportive, and engaging climate for learning. | Humanize it. |
| Facilitates positive communication and respectful interaction in the online course, with clear expectations for participation and interaction. | Communicate it. |

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| **Criterion #3** | **Possible Examples of Evidence An excellent online instructor…** | **Where You Might Include Evidence for Criterion # 3 in Your Teaching Portfolio?** |
| **Assessment of Online Student Learning and Achievement**  One of the most difficult tasks for us as educators is to provide evidence of student learning and achievement. That is, what knowledge, competencies, practices, and meaning are students taking away from our time spent teaching, advising, and mentoring? How do you know? | Designs and implements activities, assignments, and assessments that are meaningful, purposeful, and relevant to the course learning outcomes | Dream it.  Build it. |
| Includes activities, assignments, and assessments that leverage the online environment. | Build it. |
| Uses a variety of methods to assess student learning & mastery of content. | Build it. |
| Uses formative and summative assessments. | Build it. |
| Makes evaluation criteria clear to students (e.g., use of rubrics; tutorials; models of exemplary assignments). | Communicate it. |
| Provides prompt, clear, useful and constructive feedback to online students. | Communicate it. |
| Shows how learning was transformative in the online course. | Dream it.  Share it. |

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| **Criterion #4** | **Possible Examples of Evidence An excellent online instructor…** | **Where You Might Include Evidence for Criterion # 3 in Your Teaching Portfolio?** |
| **Online Teaching Effectiveness and Impact**  Teaching effectiveness is ideally demonstrated through the examination of multiple sources, including feedback from students, peer/colleagues, supervisors, and/or community members. The selection committee is interested in the evidence you include in this section as well as your reflection/commentary on your choices. | Receives favorable student ratings from university evaluations, and positive student feedback & comments. | Improve it. |
| Includes summary of student ratings from university evaluations for at least four semesters of online teaching, noting class size | Improve it. |
| Provides an example of quality online course design and teaching to Mason faculty. | Share it. |
| 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). | Share it. |
| Demonstrates quality indicators and standards for online teaching excellence, as described in Stearns Center Digital Learning Faculty Self-Checklist. | Across entire portfolio, but also specifically in:  Organize it.  Communicate it.  Manage it. |
| Includes two support letters which make a strong case for online teaching effectiveness. | Improve it. |
| Provides a clear closing statement, reflecting on summary of student ratings & support letters. | Opening Video on Landing Page |