

# CoAT Teaching Project – Spring 2016

Student Name: Bo Ning

## Organization and Design

Evaluation Criteria:	Rating	Reviewer's Comments
The project is in .pdf format and includes a hyperlinked table of contents.	5	The reviewer has given this portfolio preparation project a rating of STRONG. The paper deserves recognition.  It was written in a clear tone that made it easy for the reader to evaluate your teaching through your portfolio project. You presented a guiding theme from start to finish.  This project could be strengthened by articulating clearer student learning outcomes that you hope to support through your teaching.  One technical point: depending on your formatting guidelines, be consistent when you indent the first line of a new paragraph.
The project's content organization corresponds to the table of contents or navigation bar.	5	
The project is clean, professional, and well planned.	5	
Overall impression: The project's design, writing style, and professionalism are appropriate to the discipline.	5	

## A. Teaching Philosophy (1-2 pages)

Evaluation Criteria	Reviewer's Comments
<b>Goals for student learning:</b> Clear and concise goals for student learning; knowledge, skills, and attitude important for student success in your classroom; demonstrated understanding of the challenges in the teaching-learning process.	This was the only area of the portfolio that could be strengthened. You spoke a lot about the things you would do as an effective teacher, but there was no mention of specific student learning goals.  What do you expect your students to be able to do (intellectually, physically, or emotionally) as a result of taking the course?
<b>Enactment of goals for student learning:</b> Specific examples of how you shape your classroom to help students reach learning goals; brief rationale for why you use those methods.	Your goal is promote "effective learning: develop clear course plans and teaching tools with achievable course outcomes for students and encourage continuous, open communication with the teaching team members and students". Good use of the 4 "hows" in the design of materials.
<b>Assessment of goals (measuring student learning and your own teaching effectiveness):</b> Specific examples of assessment tools which align with teaching goals and teaching methods as well as disciplinary context and priorities.	You developed an online quiz that students took during class so you could identify struggling students right away.  It's impressive that you ask students to rate your teaching performance at mid and end of semester. You could provide an example of a time you changed something based on feedback.

<b>Inclusive learning environment:</b> Coherent philosophy of inclusive education integrated throughout statement, making space for diverse ways of knowing and/or learning styles.	<p>You give students a questionnaire on the first day to identify students' learning styles and other information that would be helpful for you to know.</p> <p>Questions you could answer to strengthen this section: how do you take what you know about your students to adapt your content to their needs? What is a specific way that you create an inclusive learning environment?</p>
<b>Structure, rhetoric, language:</b> Contains clear guiding thesis statement; organized in logical paragraphs with clear topic sentences; avoids jargon; defines teaching terms within instructor's own disciplinary context; uses correct grammar and spelling; alludes to attached teaching artifact (see part B).	<p>Very well done! You touched on many important points to support your guiding thesis statement. This section was easy to read and alludes to artifacts that you will describe later in the project.</p>

## B. Artifact of Teaching

Evaluation Criteria	Included			Reviewer's Comments
	Artifact	Context	Reflection	
One artifact of teaching that demonstrates your teaching philosophy.	YES	YES	YES	Your teaching materials were well designed and showed evidence of your teaching philosophy. This section could be strengthened by adding more context about your students and the environment in which you were teaching this lesson.

## C. Artifact of Student Learning (optional)

Evaluation Criteria	Included			Reviewer's Comments
	Artifact	Context	Reflection	
One artifact of teaching that demonstrates student learning	YES	YES	YES	The excerpt from the online discussion board showed an example of students helping each other with course related problems. Your reply lets them know that you are there if they need you.

## D. Evidence of Professional Development in Teaching

Evaluation Criteria	Included	Reviewer's Comments
<b>Synthesis Essays:</b> Include a copy of each of the two synthesis essays from taking FIT workshops or CoAT electives.	YES	Both essays were clear, well written, and show evidence of reflection. You took advantage of opportunities provided to you in graduate school to receive rigorous training to advance your teaching.  Your evaluation questionnaires covered multiple dimensions of your teaching that are important to you. Your use of Socrative for the online quiz is an example of how you use assessment feedback to identify struggling students. You provide specific examples of key factors that affect students' participation from your teaching experiences.  One technical suggestion in both essays is to break up the long paragraphs (see pp. 12-14). Also, be aware of the placement of your table on p. 16, there is a lost line of text at the bottom of the page.
<b>Teaching Observations:</b> Include a copy of each of the two faculty observations of your teaching and a copy of your reflections from the observation process.	YES	You found the observations useful as they provided motivation to continue your teaching excellence. The interaction with the observers led to reflection on your teaching in several areas, including time control, voice projection, presentation skills, and how you match your lab to your observer's lecture.

## E. Reflective Summary (1-2 pages)

Evaluation Criteria	Reviewer's Comments
Integrates the experiences of teaching and learning included in the portfolio with the experience of participating in the CoAT program	<p>You were very positive about having this opportunity to develop your teaching skills. You held the graduate student summer teaching institute in high regard—perfectly designed seminars and excellent teaching role models.</p> <p>You mentioned your good fortune to work with a great mentor who provided you with opportunities and rewarded you with an honor of outstanding teaching assistant.</p> <p>In the future, you want to work in academia and continue to “develop clear course plans and teaching tools with achievable outcomes for each course, and to encourage continuous, open communication with the teaching team members and students.”</p>
Clearly explains what you've learned, how you've applied the knowledge you've gained, and how you have grown professionally	
Identifies goals for future learning and growth and strategies for achieving them	