**FIRST NAME LAST NAME**

**[ACADEMIC TITLE]**

College of [NAME]

[DEPARTMENT NAME] Department

[SEMESTER YEAR]

# INSTRUCTIONAL STRATEGIES

# Feedback and Assessment

# INDIVIDUAL ANNUAL ASSESSMENT

**INSTRUCTIONS TO COMPLETE:**

* **In the following rubric, to identify the performance level that applies to you by changing the text in each section to red.**
* **Write a narrative explaining why you chose the performance levels, evidence for each section, and how you intend to development within each section**
* **Include examples as appendices to support the narrative**

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| **INSTRUCTIONAL STRATEGIES**Varied instructional strategies increase student engagement, critical thinking, and connections to learning objectives, and student success for all learners. |

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| FACULTYPERFORMANCELEVEL | OVERALL %’s OF COURSE(S)\* | UNDERGRADUATE[Avg. of 8courses /year] | GRADUATE[Avg. of 6 courses/year] |
| Emerging | 20% - 39% | 1-2 | 1 |
| Developing | 40% - 59% | 3-4 | 2-3 |
| Proficient | 60% - 79% | 5 -6 | 4 |
| Advanced | 80% - 100% | 7-8 | 5-6 |

***\*Courses***refer to the number of sections or number of courses |
| **EVIDENCE** | **ADVANCED** | **PROFICIENT** | **DEVELOPING** | **EMERGING** |
| **VARIETY** | The faculty member incorporates two to three updated instructional strategies aligned to learning objectives in 80 to 100% of his/her courses to increase student engagement, critical thinking, and understanding. | The faculty member incorporates two to three updated instructional strategies aligned to learning objectives in 60 to 79% of his/her courses to increase student engagement, critical thinking, and understanding. | The faculty member incorporates two to three updated instructional strategies aligned to learning objectives in 40 to 59% of his/her courses to increase student engagement, critical thinking, and understanding. | The faculty member incorporates two to three updated instructional strategies aligned to learning objectives in 20 to 39% of his/her courses to increase student engagement, critical thinking, and understanding. |
| **BEST PRACTICES*** Name the visual & technology tools that are current. Describes how he/she used in course(s).
 | The faculty member researches and uses the updated visual presentations, technological tools and resources to improve80 to 100% of his/her courses.  | The faculty member researches and uses the updated visual presentations, technological tools and resources to improve60 to 79% of his/her courses. | The faculty member researches and uses the updated visual presentations, technological tools and resources to improve40 to 59% of his/her courses. | The faculty member researches and uses the updated visual presentations, technological tools and resources to improve20 to 39% of his/her courses. |
| **ENGAGEMENT** | The faculty member creates a plan to assess and document the level(s) of student engagement and/or interaction with content and peers due to the implementation of two/three of the new instructional strategies in 80 to 100% of his/her courses. | The faculty member creates a plan to assess and document the level(s) of student engagement and/or interaction with content and peers due to the implementation of two/three of the new instructional strategies in 60 to 79% of his/her courses. | The faculty member creates a plan to assess and document the level(s) of student engagement and/or interaction with content and peers due to the implementation of two/three of the new instructional strategies in 40 to 59% of his/her courses. | The faculty member creates a plan to assess and document the level(s) of student engagement and/or interaction with content and peers due to the implementation of two/three of the new instructional strategies in 20 to 39% of his/her courses. |

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| **TECHNOLOGY**  | The faculty member implements all four of the following strategies.1. Creates opportunities for students to become proficient in using relevant digital media and technological tools in their courses.
2. The faculty member researches and equips his/her students with strategies to access and critically evaluate the quality and relevance of digital academic content to their courses.
3. The faculty member encourages the use of social networks as resources to help students identify digital content and technology tools to enhance learning.
4. Faculty member provides experiences that allow students to demonstrate their abilities to create or adapt a technology tool related to their course and demonstrate its use to their learning community.
 | The faculty member implements at least three of the four strategies. | The faculty member implements at least two of the four strategies. | The faculty member implements at least one of the four strategies. |
| **D2L COURSE BUILDER GUIDELINES** | The faculty member aligns the D2L course content with the ORU Best Practices Course Builder Guidelines in 80 to 100% of his/her courses.  | The faculty member aligns the D2L course content with the ORU Best Practices Course Builder Guidelines in 60 to 79% of his/her courses.  | The faculty member aligns the D2L course content with the ORU Best Practices Course Builder Guidelines in 40 to 59% of his/her courses.  | The faculty member aligns the D2L course content with the ORU Best Practices Course Builder Guidelines in 20 to 39% of his/her courses.  |
| **HOLY SPIRIT EMPOWERED TEACHING & LEARNING** | Instruction includes multiple creative strategies addressing multiple aspects of a biblical worldview, implicit and explicit in 80 to 100% of his/her courses. | Instruction includes more than one strategy addressing aspects of a biblical worldview, implicit and explicit in 60 to 79% of his/her courses.  | Instruction addresses aspects of a biblical worldview in 40 to 59% of his/her courses. | Instruction addresses aspects of a biblical worldview in 20 to 39% of his/her courses.  |

**NOTE: There are two examples of narratives provided to give you an understanding of how to write a brief overview for this domain. Please delete these and write your own.**

**EXAMPLE 1**

1. **Instructional Strategies NARRATIVE**
2. Variety: (Proficient) In a typical year, I teach four to five different courses for the Computing & Mathematics department. I use and experiment with several different instructional strategies in my classes that depend on the course learning objectives, the level of the course, and the students themselves. I employ instructional strategies to increase student engagement, their problem-solving and critical-thinking skills, and their understanding. The instructional approaches generally fall in the categories of active learning, adaptive learning, peer instruction, and assessment-based strategies. I am also aware of the affective components of learning and incorporate messages of growth mindset (Dweck, 2006) in my classes (Appendix B.1.a.v).
3. Best Practices: (Proficient) I experiment with different visual presentations and technological tools. At ORU, every building has a different technology set-up for classroom instruction, so it can be challenging to keep up to date with the different types of interfaces available. For example, the instructor set-up in the Graduate Center (G.C.) is entirely different than that of the Nursing and Engineering Center (NEC). However, I use the tools that work for me and keep current with the technology available on campus.
4. Engagement: (Emerging) I employ instructional strategies intended for student engagement. I am aware that my students learn better when they are active participants rather than passive observers, so I incorporate opportunities in most sessions for students to actively engage with ideas in either small group or individual activities. However, I am at the emerging level for *documenting* the different levels of student engagement and interaction with content and peers (See Appendix B.6, Teaching Excellence Development Plan).
5. Technology: (Proficient) My students in all my classes use relevant technology and get practice on how to critically evaluate the relevance of such technology in problem-solving. In my professional development plan, I will consider criteria three on the rubric, how to "*encourage the use of social networks as resources"* (See Appendix B.6, Teaching Excellence Development Plan).
6. Holy Spirit Empowered Teaching and Learning: (Developing) I consult with the Holy Spirit when developing my daily mathematics class schedule. I rely implicitly on a biblical worldview, and whenever possible, I try to explicitly link the class content to a biblical worldview.
7. **EVIDENCE** **FOR INSTRUCTIONAL STRATEGIES**
8. Self-Evidence of Active Learning: To make Elementary Statistics more interesting and relevant to students, I spent one year developing a custom Student Notebook for my Elementary Statistics class. The notebook gives guidance to students on what vocabulary is most important, provides supplemental instructional resources, and has seven original computer labs that I wrote so that students could engage actively with the material they are learning. In each lab, students are provided with a data set, and then they use relevant technology to analyze the data using the methods we are studying. The labs allow the students to apply what they are learning to real-world data sets (Appendix B.2.c.ii, Student Notebook.)
9. Self-Evidence of Peer-Instruction: Being able to teach another person requires the highest level of understanding. Therefore, I routinely have students work on problems and then present their solutions to each other. (Appendix.B.2.a.ii.8 provides hyperlinks to short, student-made instructional videos in Calculus 3 (worth a look!) and Honor Students Research Presentations for Elementary Statistics, Spring 2020).
10. Self-Evidence of Adaptive Learning Instructional Strategies: Mathematics has hundreds of "bricks" built upon each other. Often students have gaps in their understanding that they need to fill to build effectively. During my two-year voluntary participation on the *Jenks Public Schools District Pre-Kindergarten-12th Grade Mathematics Curriculum Review and Alignment Committee*, I was introduced to ALEKS—Adaptive LEarning in Knowledge Spaces—an artificially intelligent, adaptive learning system for mathematics. ALEKS can correctly diagnose what students know, what they don't yet know, and what they are ready-to-learn. I have implemented ALEKS in my "Essentials for Statistics" course as a powerful adaptive remediation tool to prepare students for their general education mathematics courses. Here is what one of my students wrote in 2018 after being introduced to ALEKS in my class: "I have not done well in any math classes I have taken in my college experience. I have failed all of my previous college algebra classes at both TCC and NSU. I also failed my first college algebra test here at ORU and was falling behind. I would have dropped the class if not for the help of Doctor Harder and the ALEKS system….I have actually enjoyed doing math with the ALEKS system. It feels like I am making progress when I finish a module or master a concept. This system, combined with class times or individual meeting times, would be a huge help to those who are behind in math or those that struggle with it” (Appendix B.1.a.ii. ALEKS Pilot Test).
11. Self-Evidence of Instructional Strategies Addressing the Affective Components of Learning: All learning is emotional. Neuroscientists have discovered that learning and the emotional center of the brain are inextricably linked (Damasio, 2006). Therefore instructors need to actively create a space where students feel safe to explore, to make mistakes, and to expect things to be difficult but doable with effort. I compare learning math to going to the gym: the more you do it, the stronger you become. I want my students to understand the power of a growth mindset, so I like to sneak in videos on the concept from time to time. See Appendix B.1.a.v. for video links to short, inspiring talks on the power of the brain to grow through exercise.
12. Self-and Peer-Evidence of Visual Presentations and Technology: I use various technologies in my class, including the ELMO document camera, videos, StatCrunch, TI-84, Wolfram Alpha, PowerPoints, and old-fashioned whiteboards. "Great idea to use ELMO and paper and pen as a whiteboard" [during hybrid classes] (Appendix B.5).
13. Student Evidence of Effective Instructional Strategies that Developed a Positive Effect, Growth Mindset, Or Math Healing: "Prof. Harder is an AMAZING instructor. I am more than thankful for her instruction, the time she invested in me as a student, and the ease that she brought to my mind as she helped me understand the subject of Statistics and Algebra. I am certain that I would not have received the grade I got in statistics without her helping me understand it. I would HIGHLY recommend professor Harder to anyone at ORU." "Actually understanding what is taught has been extremely rewarding. I have taken stats at a different university, and I failed that course. This time, it has been a refreshing experience." "I struggled a lot in math in high school, and she made it possible for me to get an A in statistics." "What was most rewarding about this class was being able to prove to myself that I can do math if I try" (Student Opinion Surveys, Appendix B.4).
14. Student Evidence of Growth Mindset: (email) “I just wanted to say thank you for helping the class and me with motivational videos and helpful ways of understanding math and a new way to look at learning it, this class has really gave (sic) me hope in learning math and enjoy the problem solving that I will have to overcome in the future. Thank you!" (Appendix B.1.a.5).
15. Peer Evidence of Effective Classroom Management and Good Rapport With Students: "Instructor uses class time effectively to share content." "She engaged with students by using their names and greeting them while taking attendance." "It was great to see the way Dr. Harder connected with students at the beginning of class. She communicates respect and cares for her students." "Clear hand-writing on the board and good verbal explanations. She makes it very practical and relevant." "She is patient, kind, and giving of her time and attention to students as needed, keeping up with the varied levels of comprehension on student's part and determining what they do not yet know." "She used real-world examples related to student interests to discuss topics (correlation)" "She provides opportunities to students outside of class for tutoring." "She was available for questions after class." (Appendix B.5)
16. Peer Evidence of Active Learning and Student Engagement: "Dr. Harder inspired students to think by asking questions. She discussed many questions with students during the class, promoting a great interactive learning environment. She did an excellent job!" "(She) asked students to respond to a variety of questions. She restated questions and clarified with students what thinking and learning was occurring." "She encouraged students' responses by validating their questions and relating questions to the content." "What a great teacher she is! Her students left feeling empowered to do their work." (Appendix B.5)
17. Peer Evidence of effective use of technology: "Students engaged through questioning and technology tools." "Students were working on their computers and workbooks along with the instructor during class discussion/activity. She used electronic documents during class and had excel and StatCrunch modeled on screen." "Students used technology during the class as they worked through lab assignment on material covered during class" (Appendix B.5).

## EXAMPLE 2 – This example discusses current actions well. If you use this style, you will also need to include how you intend to develop in specific areas over the next year.

Along with another Behavioral Science Faculty, I have helped revise and strengthen our capstone course, Senior Paper. This class is taught by multiple faculty within our department, so uniformity is critical; however, based on previous data, both quantitatively and qualitatively, there were some revisions to the structure that needed to be made. Over the summer (and outside of my contractual agreements), I made changes to rubrics, schedules, and instructional videos that were to be utilized during the Fall semester to support students during their course. These changes were particularly helpful for students choosing virtual/remote learning during the pandemic. The changes that have been implemented the past two years have received positive feedback from students and other faculty who teach the course with me as it has lightened the workload upfront so we can invest more meeting one-on-one with students.

Additionally, in my classroom, any observer will see that I strive to engage students through active learning. Many of the changes I have made in class after teaching my first year were gained from a 4-day conference I attended called the National Institute for the Teaching of Psychology. I valued the research-based pedagogy ideas to help with student learning and engagement and continue to incorporate what I learned from that conference and their monthly newsletters and listservs. In class, I will consistently pause for clarification, check in at the end of class regarding understanding of concepts through questions and feedback, coordinate think-pair-share groups and discussions, administer group/peer evaluations, brainstorm on the whiteboard, utilize role-playing of formal concepts that can be applied, and jigsaw discussions. Specifically in my Social Psychology course, I have nearly tripled the enrollment since I began teaching the course in Fall 2018. For example, during my first year teaching the course in 2018 the enrollment was 23, in 2019 the enrollment was 47, and in 2020 the enrollment is 60. I believe this is attributed to my focus on student engagement and discussion in class, my vulnerability discussing difficult topics, and my SOS ratings (Fall 2018 and 2019 Average SOS = 3.64/4.00).

In order to meet the needs of students and prepare them to be competitive in their future career or graduate programs, I created Health Psychology as a new Scaffolded Interdisciplinary Course (SIC). This course provides a more integrative approach to holistic medicine that I believe is an asset to anyone going into a health-related career. This course, taught by only myself, incorporated about 150 hours’ worth of research and planning on top of my normal requirements during the previous year. During its first semester being taught I had more than 50 students enroll in it with high rankings in my Student Opinion Surveys (Average = 3.66/4.00). Student engagement in this class was very high, even throughout remote teaching during COVID-19.

I also strive to utilize technology in ways that assists in student learning. I was one of the first faculty members at ORU to utilize the virtual and augmented reality (VR/AR) in the Global Learning Center as a portion of the learning module on the brain and nervous system in two of my courses. Students have typically found this section more difficult through rote memorization, but by harnessing advanced technology like VR/AR, I have found that students become more engaged to learn the concepts.

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| **FEEDBACK AND ASSESSMENT**Frequent formative assessments and low-stakes assignments inform instructors and students of how much, and the extent to which, content or skills are mastered. Teaching strategies can then be adjusted to meet students’ needs. Integrating a variety of assessment strategies provides all students with multiple opportunities to succeed. |

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| FACULTYPERFORMANCELEVEL | OVERALL %’s OF COURSE(S)\* | UNDERGRADUATE[Avg. of 8courses /year] | GRADUATE[Avg. of 6 courses/year] |
| Emerging | 20% - 39% | 1-2 | 1 |
| Developing | 40% - 59% | 3-4 | 2-3 |
| Proficient | 60% - 79% | 5 -6 | 4 |
| Advanced | 80% - 100% | 7-8 | 5-6 |

 ***\*Courses***refer to the number of sections or number of courses |
| * **EVIDENCE**
 |  | **PROFICIENT** | **DEVELOPING** | **EMERGING** |
| **ASSESSMENT PHILOSOPHY**  | The faculty member articulates a philosophy of assessment based on current research, and provides a rationale for the types of assessments he/she uses, and links assessment to lesson activities, course objectives, and course outcomes in 80-100% of his/her courses. | The faculty member articulates a philosophy of assessment that provides a rationale for the types of assessments he/she uses, and links assessment to *learning* activities and course outcomes in 60- 79% of his/her courses. | The faculty member articulates a philosophy of assessment that provides a rationale for the types of assessments he/she uses, and links assessment to learning outcomes in 40-59% of his/her courses. | The faculty member articulates a philosophy of assessment that provides a rationale for the types of assessments he/she uses in 20 -39% of his/her courses. |
| **ALIGNMENT AND COMMUNICATION OF ASSESSMENT CRITERIA** | The faculty member administers tests, quizzes, projects and assignments throughout the semester that are aligned to course objectives in 80-100% of his/her courses.The faculty member communicates assessment criteria to students beforehand, and reiterates them in assignment feedback. | The faculty member administers tests, quizzes, projects and assignments throughout the semester that are aligned to course objectives in 60- 79% of his/her coursesThe faculty member communicates assessment criteria to students beforehand, and reiterates them in assignment feedback. | The faculty member administers tests, quizzes, projects and assignments throughout the semester that are aligned to course objectives in 40-59% of his/her courses.The faculty member communicates assessment criteria to students beforehand, and reiterates them in assignment feedback.  | The faculty member administers tests, quizzes, projects and assignments throughout the semester that are aligned to course objectives in 20 -39% of his/her courses. |

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|  | The faculty member allows students to choose and submit the assignment they prefer faculty to use to judge their learning from a pre-selected list of options. | The faculty member encourages students to use assessment feedback to improve future performance. |  |  |
| **FORMATIVE ASSESSMENT AND LOW-STAKES ASSIGNMENTS** | The faculty member regularly uses formative assessments and low-stakes assignments/ quizzes throughout the semester to gauge students’ understanding, modify future lessons, make immediateinstructional adjustments, and give timely feedback in 80 to 100% of his/her courses. | The faculty member uses several formative assessment and low-stakes assignments/quizzes throughout the semester to gauge students’ understanding, to modify future lessons, make immediate instructional adjustments, and give timely feedback in 60 to 79% of his/her courses. | The faculty member uses four or five formative assessments and low-stakes grades to give students feedback throughout the semester in 40 to 59% of his/her courses. | The faculty member uses two or three formative assessments and low-stakes grades to give students feedback throughout the semester in 20 to 39% of his/her courses. |
| **EARLY PERFORMANCE FEEDBACK (EPF)** | The faculty memberadministers *a* substantialamount of low-stakes assessments and feedback to students, especially during the first four weeks of class in 80 to 100% of his/her courses. | The faculty member administers low-stakes assessments and provides feedback to students, especially during the first four weeks of class in 60 to 79% of his/her courses. | The faculty member administers 3 or 4 low-stakes assessments and provides feedback to students within the first four weeks in 40 to 59% of his/her courses. | The faculty member administers 1 or 2 low-stakes assessments and provides feedback to students within the first four weeks in 20 to 39% of his/her courses. |
| **FACULTY SELF-ASSESSMENT**  | The faculty member uses both formative and summative feedback from assessment results and qualitative data and implements changes to improve his/her teaching in 80 to 100% of his/her courses.  | The faculty member uses both formative and summative feedback from assessment results and qualitative data and implements changes to improve his/her teaching in 60 to 79% of his/her courses.  | The faculty member gathers formative feedback from assessment results and qualitative data and participates in relevant professional development activities to improve his/her teaching in 40 to 59% of his/her courses.  | The faculty member gathers formative feedback from student assessment results and participates in relevant professional development activities to improve his/her teaching in 20 to 39% of his/her courses.  |
| **UNIVERSITY AND PROGRAM OUTCOMES ASSESSMENTS** | The faculty member assesses assignments related to University and/or program outcomes in a timely manner in 80 to 100% of his/her courses.  | The faculty member assesses assignments related to University and/or program outcomes in a timely manner in 60 to 79% of his/her courses.  | The faculty member assesses assignments related to University and/or program outcomes in a timely manner in 40 to 59% of his/her courses. | The faculty member assesses assignments related to University and/or program outcomes in a timely manner in 20 to 39% of his/her courses. |
| **HOLY SPIRIT EMPOWERED TEACHING & LEARNING** | Assessments address understanding of how a biblical worldview applies to the subject area in 80 to 100% of his/her courses. Formative assessments are redemptive, i.e. instructional rather than punitive. | Assessments address understanding of how a biblical worldview applies to the subject area in 60 to 79% of his/her courses. Formative assessments are redemptive, i.e. instructional rather than punitive. | Assessments address understanding of how a biblical worldview applies to the subject area in 40 to 59% of his/her courses. Formative assessments are redemptive, i.e. instructional rather than punitive.  | Assessments address understanding of how a biblical worldview applies to the subject area in 20 to 39% of his/her courses |

**NOTE: There are two examples of narratives provided to give you an understanding of how to write a brief overview for this domain. Please delete these and write your own.**

**EXAMPLE 1**

### Feedback and Assessment

Based on the feedback received from students and professionals, as well as my own observation, as program director, I concluded there was a need for some students to learn further in the area of media whereas other students that wanted to study media, had additional interests and preferred to do a minor in a different subject matter. To accommodate this and better equip the students for the vision God has given them, I created two new degrees to replace the one we currently offered: a B.S. in Media Production, with enough room for a minor, and a B.F.A. in Cinema/Television/Digital Media, with additional production classes to provide more advance opportunities for practical applications and training (Appendix B).

I have discovered that students perform better when their work is displayed. There is a lot more “healthy pressure” when a wide audience is going to watch their films, than when the audience is just the professor and classmates. This is one of the reasons I created the Film Premiere (for the TVF 337 Film Directing and Producing class, typically sophomore students) held at LRC 235, and the highly popular, ORU Film Gala, held yearly at the GLC Lippencott Auditorium on the Wednesday of finals in the Spring semester. This event is also vital for the assessment of their work since they get to experience first-hand how an audience responds and reacts to their films. It is an evening of enjoyment, celebration and awards that rewards the best work in the different areas of filmmaking. It is a great incentive for excellent work (Appendix B).

1) Assessment Philosophy: (Proficient)

Assessment is one of the toughest parts for me of my teaching profession. I teach in a content area that in many ways is subjective. I have spent arduous time creating rubrics that take apart concepts in the projects and specify elements or techniques that can be pointed out and evaluated (Appendix B). My experience at ORU and interaction with the students has helped me developed the assignment rubrics.

2) Alignment and Communication of Assessment Criteria: (Advanced)

I have learned from Dr. Even Culp that, “If you expect it, you need to inspect it.” For this reason, as the class progresses through the content indicated in the outcomes, the students are assessed on a regular basis.

3) Formative Assessment and Low-Stake Assignments: (Proficient)

Even though they are simple daily assignments, the labs in the production classes and the workshops in the screenwriting class earn grades for completion. This allows for low-anxiety in the level of execution, allowing room for experimentation and trial and error, while offering accountability of completion. It also allows me to cater my feedback to the level and needs of the class, as well as opportunities for student to re-do the work that the assignment showed they did not quite understand or executed well.

4) Early Performance Feedback: (Proficient)

In the beginning of the semester I like to establish three things: the class will be fun and valuable, “yes, we will use the book and you will need to read it,” and every assignment is important, that is why it is included in the curriculum. By day two, students have a graded assignment that is easy to succeed on and quickly graded. These continue for the following few classes to establish these three things and give the students a chance to get used to taking the assignments seriously before they count for a lot more points.

5) Faculty Self-Assessment: (Developing)

I am always working on improving my classes but I feel I do this mostly focused on the content to be relevant and up-to-date. I will research ways of improving the classes in the way I teach them.

6) University and Program Outcomes Assessments: (Developing)

This is something that I have done in the past, but since the University Outcomes have recently changed, I need to review and possibly adjust the assessment of the assignments.

7) Holy Spirit Empowered Teaching and Learning: (Emerging)

The biblical worldview is very much part of my classes, in content and the way I conduct class; however, I have not done much assessing of how a biblical worldview applies to the subject area. It is something I need to work on.

## EXAMPLE 2 – This example discusses current actions well. If you use this style, you will also need to include how you intend to develop in specific areas over the next year.

2. Feedback and Assessment

In my courses, I use several different feedback and assessment tools. Across the classes, students have weekly assessments of varying intensity and value. Early in the semester, I use D2L quizzes and in-person assessments as attendance checks, learn about student interests and evaluate core knowledge acquisition. These assignments have low value and are focused on student engagement rather than summative grade items. In all of my classes, summative grade items are scaffolded and begin early in the semester. For example, in American Government, students must complete a Whole Person Assessment which requires several hours of civic engagement and then a reflection essay. The project is directly tied to university learning objectives and course objectives. Students are required to submit a low-stakes proposal in the first few weeks of the semester so I can evaluate if their project is appropriate and achievable. After approval, they have several weeks to complete the project and create a reflection on their experience. To improve inclusivity and accessibility, students may submit their reflection as a written essay or a video-based project. I use similar summative assessments in my other courses.

## Beyond analytical assessment, I use application-based summative assessments. In these cases, the goal is for students to engage with issues for several weeks or months and then play out the theories discussed in class through simulation. Examples so far include a table-top disaster drill and a simulated city council budget meeting. In these scenarios, students play all key roles and must apply the theories they have learned to solve a single problem presented to the entire class. While a new addition to my classes, initial feedback from students has been positive, especially as the student reports for Leading through Disasters demonstrates.

## NOTE: Include supporting evidence mentioned in your narrative. Sample ideas are listed below. You may also use the examples found on the Academy’s website: <https://oru.edu/pdfs/academy-eti/Instructional%20Strategies%20Evidence%20Examples.pdf>

## APPENDICES

## Instructional Strategies Evidence

1. Articles
2. Research projects
3. SOS Reports (overall reports, student comments, comparisons from previous semesters/years)
4. Discussion Board Questions, Engagement & Prompts
5. Daily/Weekly Quizzes
	* Quiz Examples
	* Quiz Improvement
6. Curriculum – newly revised/improvements to sections etc.
7. Assignments/group projects (include rubric for marking if important)

## Feedback Evidence

1. Assessment Philosophy
2. Articles
3. Research projects
4. SOS Reports (overall reports, student comments, comparisons from previous semesters/years)
5. Discussion Board Questions, Engagement & Prompts
6. Daily/Weekly Quizzes
	* Quiz Examples
	* Quiz Improvement
7. Curriculum – newly revised/improvements to sections etc.
8. Assignments/group projects (include rubric for marking if important)