TEACHING PORTFOLIO / EVIDENCE SNAPSHOT

What Educators Say About the Learning Experience

Selected feedback from college- and university-associated graduate educator courses, professional learning experiences, and a mathematics methods review. Prepared for faculty portfolio review | November 2026.

Documented course-evaluation responses

COURSE / EVALUATION	RESPONSES	INSTRUCTIONAL-BENEFIT ITEM
Research-Based Instructional Practices	5 of 5	All 5 selected Strongly Agree.
Research-Based Instructional Practices II Co-facilitated educator learning	10 of 10	8 selected Strongly Agree; 2 selected Agree.
Inspired Education and Wellbeing: Learnings from Finland	2 of 2	1 selected Strongly Agree; 1 selected Agree.

How to interpret these figures. All 17 respondents across these three submitted response files selected Agree or Strongly Agree to a question asking whether the course would help improve instruction with students. These figures are course-level perceptions from small, self-selected response sets; they are not formal measures of subsequent classroom change or student achievement.

What the written feedback emphasizes

Relevance and application. Respondents described trying instructional strategies, using reflective action projects, and developing lesson plans that could be taken into their own classrooms.

Collaboration in rural contexts. Respondents to the co-facilitated Research-Based Instructional Practices II course valued exchanging ideas across schools and between two states, particularly when access to specialized colleagues was limited.

Supportive facilitation. Participants noted accessible guidance, feedback, professional dialogue, and encouragement to apply their own instructional priorities.

Source note: Submitted course evaluation spreadsheets for Research-Based Instructional Practices (5 response rows), Research-Based Instructional Practices II (10 rows), and Inspired Education and Wellbeing: Learnings from Finland (2 rows). The administrator item is not included in these totals; most respondents marked it N/A.

ADDITIONAL QUALITATIVE EVIDENCE

Feedback Across Teaching Contexts

Illustrative excerpts are attributed to course context only. Original forms, student identities, and full response records are not reproduced in this public summary.

Selected feedback excerpts

> “Jens was amazing in his support and encouragement to try the different strategies.”

— Research-Based Instructional Practices, course evaluation

> “The instructors were helpful, supportive and helped me with problem solving.”

— Research-Based Instructional Practices II, co-facilitated course evaluation

> “Jens was a great leader who developed a course from personal experience and was knowledgeable about the content and personalizing it.”

— Inspired Education and Wellbeing: Learnings from Finland, course evaluation

Additional context

Seminar in Educational Leadership (EDL 590, Fall 2016). Archival handwritten evaluations described meaningful class discussions, relevant leadership ideas, an approachable instructor, and opportunities for practical reflection. Because the scan includes what appears to be a repeated page, these forms are treated as qualitative examples without a numerical response count.

Secondary Mathematics Methods, individual course review. A written review commended clear expectations and specific, reflective feedback. It also suggested better sequencing of some readings and assignments and cleaning up the online course shell. Both the positive evaluation and the constructive suggestions are relevant to continued course improvement.

Interpretive boundaries and use

These materials reflect voluntary learner or educator feedback across several offerings and years. They should be understood as evidence of perceived instructional value and facilitation quality, not as proof of causal impact or a representative assessment of all learners. The Research-Based Instructional Practices II feedback concerns a co-facilitated course. The Mathematics Methods narrative is one individual review, not a course-wide summary.

Evidence files reviewed: three educator-course response spreadsheets; archival EDL 590 course evaluations (2016); one Secondary Mathematics Methods narrative review. Counts exclude the archival scanned forms and the individual Methods review.