

The LAMP Fellows Program (2025-2026 Overall Assessment)

Philosophy Assessment

LAMP Fellows submit a Statement of Teaching and Learning Philosophy both before they begin their LAMP training (as a part of their application process) and after they have completed the year-and-a-half sustained LAMP Fellowship. The philosophies at both timepoints are [rubric-assessed](#). This is the most holistic and comprehensive assessment documenting LAMP Fellows' growth.

The charts below show the percentage of LAMP Fellows achieving each level of mastery on the philosophy sections both pre- and post-LAMP training.

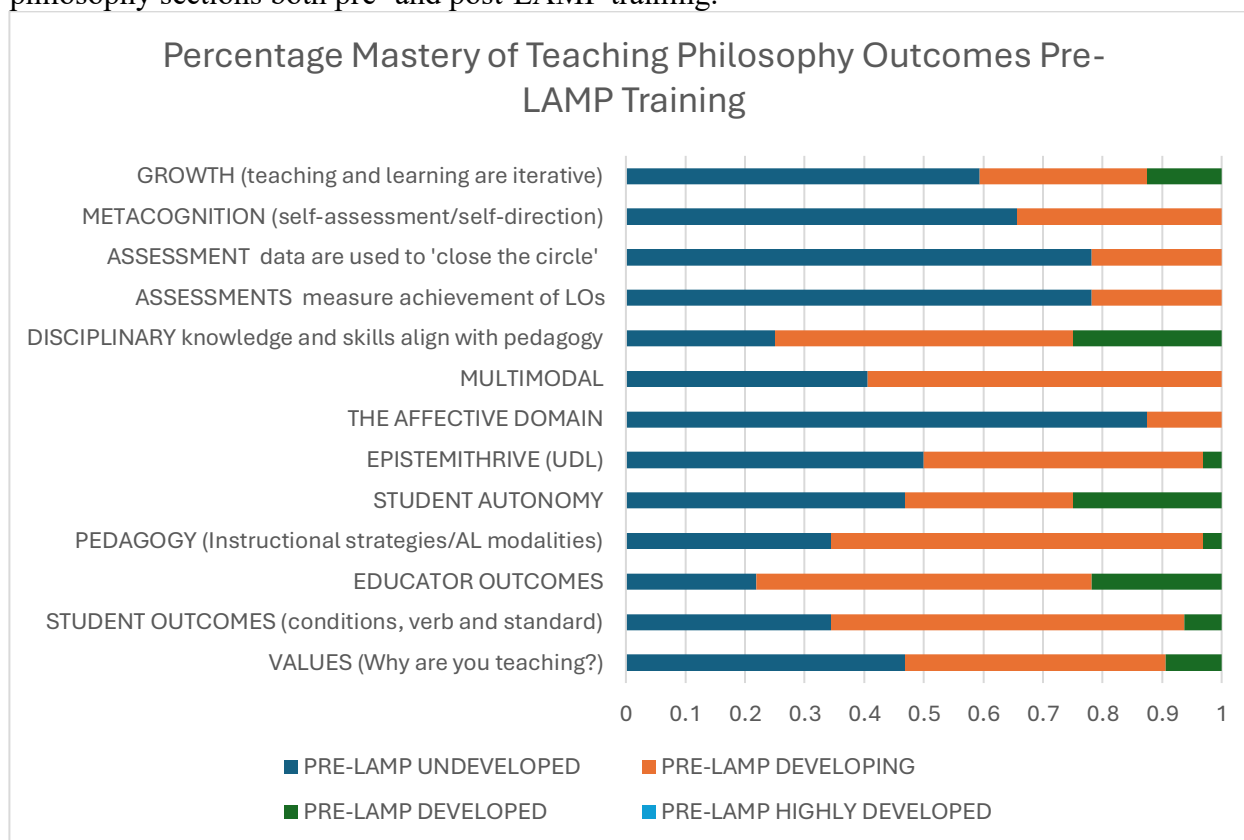


Figure 1. Thirty-two LAMP Fellows submitted a Statement of Teaching Philosophy prior to their LAMP training. None of the Fellows achieved Highly Developed marks on any rubric category on this pre-philosophy.

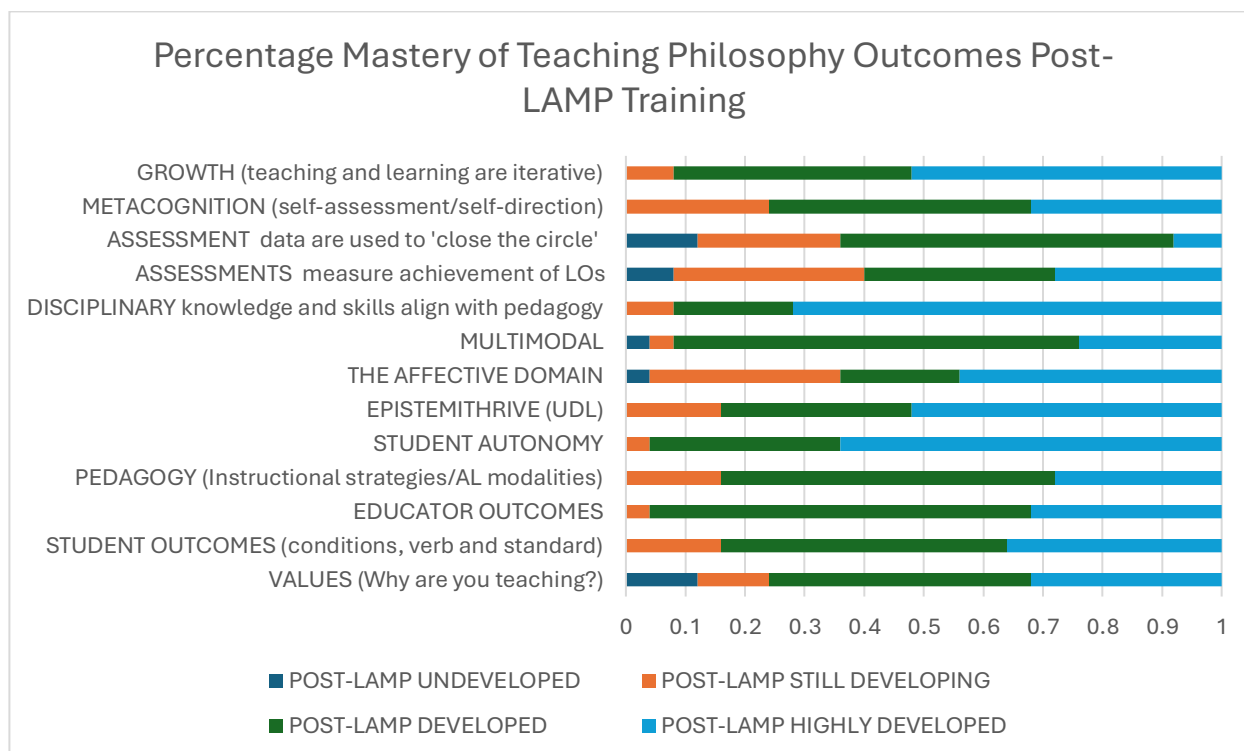


Figure 2. Twenty-five¹ LAMP Fellows submitted the Post-LAMP Statement of Teaching Philosophy. A majority of LAMP Fellows were Developed or Highly Developed on each philosophy category.

Overarchingly, prior to LAMP, most Fellows were either Undeveloped or in early phases of Developing their skillsets. This reversed post-LAMP, at which time most Fellows were Developed or Highly Developed on every philosophy outcome. Looking deeply at the data, one can see that every single post-philosophy acknowledges students as autonomous. LAMPers wrote about students as whole beings with academic (disciplinary) and personal interests, goals and passions. On the pre-LAMP philosophy, not a single submission was Developed in recognizing deep learning as a product of engaging more areas of the brain through multimodal learning. Post-LAMP, over 90% of LAMPers were Developed or Highly Developed in this category. This shows strong understanding of the neuroscience behind active learning. Pre-LAMP, over 80% of LAMPers were Undeveloped in their understanding that affect (emotion) launches cognition. Post-LAMP, over 60% were Developed or Highly Developed on this learning outcome. Likewise, before LAMP, there was not a single submitted philosophy that showed mastery of assessment of learning outcomes. Following LAMP, at least half of the submissions were Developed or Highly Developed on these outcomes.

LAMP curriculum is clearly allowing our Fellows to grow in outcome mastery. Of course, LAMP can always improve. I aim to continue to build curriculum to allow LAMP Fellows to practice closing the assessment circle. A notable number of LAMP Fellows were undeveloped in indicated how they had used assessment data to adjust their pedagogies. This could be purely a function of time. However, I would like to better coach them to explain how they will reinforce or change pedagogies based on what they find. Much like good scientific grant proposal writing expects authors to explain their expected and unexpected results, a good philosophy, even when an educator is new to assessment, can explain how mastery data

¹ Attrition from the LAMP Fellows program was quite low. There was 1 admitted fellow who stopped participating after the summer institute. There was 1 fellow who completed as much of the program as possible prior to having to take medical leave. There were 2 fellows who, despite completing the program, did not submit either their poster or philosophy for assessment. There were an additional 3 fellows who had not submitted philosophies at the time of this report.

will be used to either support effectiveness in their pedagogies or indicate need for areas of pedagogical enhancement.

Finally, it's important to speak into the fact that a number of post-LAMP philosophies did not include a narrative of educators' journeys into teaching. This could indicate a need for more coaching towards introspective memory work. However, this is done extensively throughout LAMP. It is also possible that LAMPers need a reminder prior to submitting their philosophy that this is an important part of a developed statement.

Poster Assessment

It is important to address an assessment question that has been raised by inquirers into LAMP. *What if self-declared descriptions of strategies (as seen in LAMP Fellows' philosophies) do not represent what they actually do in their classes?* First, it is imperative to call all readers and inquirers back to our extensive research on self-assessment². We know that people, and to a greater level of accuracy, professors, are good at self-assessment. Thus, self-declarative descriptions of strategies are more likely than not to represent actual strategies. However, to further answer this inquiry, we do rubric-assess the LAMP Fellows' final posters. These posters explicitly present the practices that the Fellows have implemented and assessed in their classes.

The 2026 final LAMP poster for each Fellow was rubric-assessed for mastery of select overarching LAMP Outcomes immediately after that Fellow's Statement of Teaching Philosophy was assessed. Select categories on the rubric can be seen below (Fig. 3). One category explicitly assesses whether the curriculum implemented and assessed demonstrates enactment of the Fellow's philosophy. It is worth noting that it does! Even with 4 data points missing, we can see that a large majority of LAMP Fellows are Developed or Highly Developed (over 80%) in implementing their philosophy. They enact and assess the curriculum that they describe in their values-aligned philosophical narratives.

Examining other outcomes assessed in the poster/presentation, we see that a majority of Fellows were Developed or Highly Developed on every outcome (Fig. 3). *Said plainly, LAMP Fellows are leaving having implemented the most important skillsets to allow them to enhance student learning and overall success.* All (100% of) fellows are at least Developing in aligning their teaching strategies with their outcomes and assessments. Well over 90% of Fellows overtly integrate formative assessment strategies into their curriculum. This means that they are responding to data about students' learning throughout the duration of the course and adjusting their teaching as needed to address areas of misunderstanding or skillsets in need of more practice. Only the outcome of writing specific and measurable learning outcomes showed greater than 10% of LAMPers who were Undeveloped. However, it is worth noting that this derived of some LAMP fellows forgetting to include one of the three formal components of an outcome:

² <https://doi.org/10.1128/jmbe.v15i2.693>
<https://doi.org/10.1002/j.2334-4822.2003.tb00381.x>
<https://journals.asm.org/doi/10.1128/jmbe.v16i2.986>
<https://digitalcommons.usf.edu/numeracy/vol12/iss2/art2/>
<https://digitalcommons.usf.edu/numeracy/vol10/iss1/art4/>
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<https://www.youtube.com/watch?v=oRuGd9I-Hzw>
<https://books.aosis.co.za/index.php/ob/catalog/book/279> Chapter 6
<https://www.improvewithmetacognition.com/metacognitive-self-assessment/>
<https://www.improvewithmetacognition.com/paired-self-assessment-competence/>
<https://digitalcommons.usf.edu/numeracy/vol19/iss1/art2>
<https://doi.org/10.13140/RG.2.2.32240.62728>

conditions, verb and standards. Generally, the conditions or standards would be implicit and not fully enunciated. This is a reductionist assessment metric and does not preclude the practitioner from having outcomes that fully guide their practice. There is notable spread in the Universal Design for Learning Outcome (UDL). While ~7% of LAMP Fellows were undeveloped, over 20% were Highly Developed. The spread in these data may indicate a need for differentiated instruction – tailoring more UDL curriculum to LAMP Fellows with less already-existing skillsets in this area. I will move future LAMP curriculum in this direction.

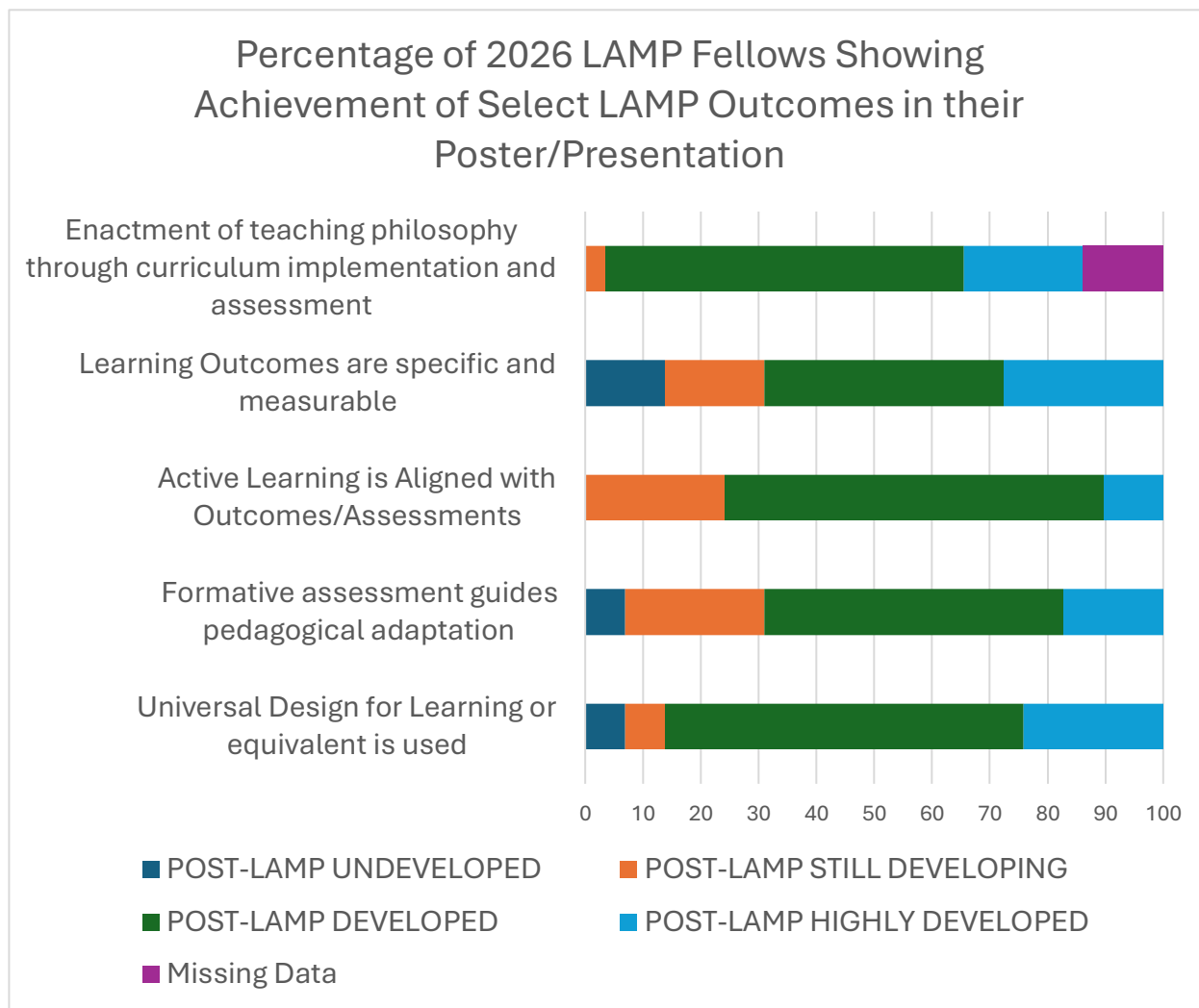


Figure 3. Five learning outcomes (at left) were assessed for levels of development in LAMP Fellows' final poster/presentation. A majority of LAMP Fellows were Developed or Highly Developed on every learning outcome. The missing data on the philosophy enactment outcome (at top) is due to those fellows having not submitted a final teaching philosophy by the date of this report.