

ACT Teaching Portfolio Expectations

Expected Components:

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Summary of teaching experience (may include explanation of courses taught, number and level of students, primary modes of instruction, instructor responsibilities, etc.)

Statement of teaching philosophy (see ACT Teaching Philosophy rubric)

Sample materials to illustrate your teaching philosophy (must include at least one syllabus of your own design in addition to other sample materials such as; assignments, assessments, class activities, etc.)

Evidence of teaching effectiveness (may include summaries of student evaluations of teaching, letters from students, observations/evaluations from supervising faculty, etc.)

Evidence of professional development activities (may include list of teaching seminars, workshops, and/or conferences attended)

Overall, portfolios will be evaluated based on the following criteria:

| Component | Outstanding | Meets Expectations | Does Not Meet Expectations |
|--|--|---|--|
| Completeness Does the portfolio have all required components? | Teaching portfolio includes additional components, or a variety of examples, that improves its overall effectiveness. | Teaching portfolio includes all required components. | Some required components are missing from the teaching portfolio. |
| Organization and Clarity Is the portfolio easy to navigate? | Multiple tools (tables of contents, section tabs, page numbers, etc.) are used to organize the teaching portfolio. Language is clear and appropriate to its audience. Formatting is consistent and engages the reader. | Table of contents and other visual cues make the portfolio easy to navigate. Language used is clear and appropriate to its audience. Formatting is consistent and easy-to-read throughout. | Table of contents and other organizational tools are missing or do not make the portfolio easier to navigate. Language is not appropriate for the audience and/or formatting is inconsistent or distracting. |
| Coherence Do the components of the teaching portfolio provide coherent and consistent evidence of the author's approach to teaching? | Each component of the teaching portfolio is expertly chosen, resulting in a clear narrative of the instructor's approach to teaching. The instructor's goals and methods are evident in each component of the portfolio. | Teaching portfolio provides a coherent picture of the instructor's approach to teaching. Each component has a clear purpose within the portfolio. Course materials present a consistent representation of the instructor's goals and methods. | Each component of the teaching portfolio is fine when viewed in isolation, however, the components do not combine to present cohesive evidence of the instructor's approach to teaching. |

Strength of Argument

Do the components of the teaching portfolio support the claims made in the teaching philosophy?

Connections between teaching portfolio components and the teaching philosophy are self-evident. When viewing the teaching portfolio, the

Portfolio components should illustrate the instructor's approach to the following:

| Component | Outstanding | Meets Expectations | Does Not Meet Expectations |
|---|---|---|---|
| <p>Course Design What are your primary student learning goals?</p> | <p>Specific goals are clearly articulated throughout the teaching portfolio and go beyond classroom learning to include skills, attitudes, etc. The learning goals are relevant and instrumental to the instructor's discipline and reveal a critically reflective and creative approach to course design. Course materials (syllabi, assignments, etc.) clearly reflect students' learning goals</p> | <p>Specific goals for classroom learning are clearly articulated throughout the teaching portfolio. The learning goals are appropriate for the instructor's discipline. Course materials (syllabi, assignments, etc.) reflect students' learning goals.</p> | <p>Goals are articulated in the teaching portfolio, though they may be too broad or not specific to the discipline. Course materials (syllabi, assignments, etc.) may etc.are</p> |