Outline for Teaching Portfolio for Certificate in College Teaching

I. Cover Page (title of portfolio, name, degree, date, department, and university)

II. Table of Contents (page numbers for narrative & appendices)

III. Introduction to Components of the Portfolio: Introduce the whole portfolio including structure and content, and why you wrote it.

IV. Teaching (Please Reference Appendices for Each Section A-H)

A. Philosophy of Teaching & Learning. Discuss your perspective on teaching and learning in your content area. Ground your narrative in your personal experience and training; your view of academic ethics and diversity; and include references to pedagogical methods—lecture, collaborative learning, fieldwork, group work, service learning—and theories you use. Discuss how you integrate your philosophy into course and/or syllabus development.

B. Teaching Biography. Provide an explanation of where, what, when, how, and why you have taught (include work as a TA in labs or recitations or as an instructor of record). Include lectures to replace a faculty mentor, tutoring in your content area, specific experiences such as research mentorships with undergraduates; grants to improve teaching; use of technology for learning—clickers, on-line, or web-based activities.

C. Assessment and Evaluation of Student Learning. Describe how you assess student learning for no grade (formative) via classroom assessment techniques and explain how you use feedback to improve the class. Describe how you evaluate students on in-class work, out-of-class work, group work, assignments, papers, projects, and tests for grades (summative). If you have completed any Scholarship of Teaching and Learning (SoTL) please indicate that here.

D. Your Future in College/University Teaching. Describe the kind of postsecondary environment in which you would like to teach (two-year, four-year, or research institution). Discuss how you would incorporate your philosophy of teaching and learning into courses you plan to teach. Describe potential mentoring opportunities for students, independent study or fieldwork projects, research with graduate student researchers, or potential team-teaching opportunities.

E. Assessment & Evaluation of Your Teaching. Describe formative assessments of your teaching such as peer or faculty observation and feedback or videotape consultation on a class you teach. Describe and explain evaluations of your teaching (student FCQs, faculty evaluations, and unsolicited student feedback), which resulted in a grade or score.

F. Professional Development in Teaching. Describe efforts you have made to improve your teaching and activities in which you have participated to expand your professional knowledge and presence: courses in college pedagogy; workshop participation; or completion of a GTP certificate; participation in a professional organization; conferences on teaching you have attended or at which you have presented; or special projects—such as having a mentor in the Collaborative Preparing Future Faculty Network or Lead Network Training.

G. Academic Leadership and Service: Work as a Lead Graduate Teacher, service in student government, departmental leadership or on faculty committees.

H. Diversity Statement: Describe how your scholarship, teaching and service contribute to a diverse community of students and the idea of inclusive excellence both in and out of the classroom.

V. Appendices
(Short, specific, and original documents that illustrate and provide evidence that you have accomplished what you discussed in the narrative):

A. Illustrate your philosophy of teaching and learning, with a syllabus, course plan or description for a course you have taught.

B. Samples of items that illustrate the breadth and depth of your experience: original assignment, example of student work, classroom technology.

C. Assessment of student learning: one-minute papers, questions, or midterm feedback on the class. Include an abstract of a SOTL or TAR project if you have done one. Evaluations of student learning: sample assignments, quizzes, tests, grading rubrics or models; copies of test or assignment with your feedback to student (to be used only with written permission from student.)

D. Future in College/University Teaching. A syllabus you would like to teach in the future.

E. Assessment of Your Teaching: peer or faculty observation notes, videotape consultation notes, or summaries of students’ midterm feedback. For evaluation of your teaching include student evaluations (FCQs) (quantitative data summarized into a chart, written notes from one whole class typed up as an example), faculty evaluations of your teaching, or unsolicited student feedback.

F. Examples of experiences you have had or work you have done to develop as an academic professional.

G. Academic leadership or service documents.

Please combine all materials into a single Microsoft Word document and send to gtpcert@colorado.edu for a final check. The document will then be submitted to the Director for final approval. Please contact gtpcert@colorado.edu or gtpleads@colorado.edu for questions.