

## ACT Teaching Portfolio Expectations

### Expected Components:

- Table of contents
- 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
<b>Completeness</b> 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.
<b>Organization and Clarity</b> 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.
<b>Coherence</b> 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.
<b>Strength of Argument</b> 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 instructor's approach to teaching is unmistakable.	All components of the teaching portfolio serve as evidence for the claims (of student learning goals, teaching methods, inclusivity, etc.) made in the teaching philosophy. Materials persuade the reader of the instructor's approach to teaching.	Some components of the teaching portfolio serve as evidence for claims made in the teaching philosophy, but not the entirety. Those viewing the portfolio may not be fully convinced of the instructor's approach to teaching.

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

Component	Outstanding	Meets Expectations	Does Not Meet Expectations
<p><b>Course Design</b> 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 reflect students' learning goals, but the connection is not explicit.</p>
<p><b>Teaching Methods</b> How do you help students meet those learning goals?</p>	<p>The instructor's teaching methods are clearly articulated throughout the portfolio and include details and rationale about the specific teaching methods. The diverse teaching methods are connected to both student learning goals and the disciplinary context. Methods reveal a critically reflective and creative approach to the classroom.</p>	<p>The instructor's teaching methods are clearly articulated throughout the portfolio. The instructor presents a diversity of teaching practices and evidence of professional development. Examples of methods are appropriate within the disciplinary context.</p>	<p>The instructor's teaching methods may not be clearly articulated in the teaching portfolio or may not connect to student learning goals. Methods are described, but may not be contextualized within the instructor's discipline.</p>
<p><b>Assessment</b> How do you know if students have met those learning goals?</p>	<p>The instructor presents a diversity of assessment tools in the teaching portfolio. Connections between assessments, student learning goals, and teaching methods are explicit. Assessments reveal a critically reflective and creative approach to the classroom.</p>	<p>Assessments are described and there is a connection between the assessment and the students' learning goals. Assessments are appropriate to the discipline and logical within the greater course design.</p>	<p>Assessments are described but may lack connections to student learning goals and/or teaching methods. Assessments may seem out of context relative to the discipline and the greater course design.</p>
<p><b>Inclusive Pedagogy</b> How do you make sure <i>all</i> students have the opportunity to meet those goals?</p>	<p>Inclusive teaching is clearly addressed in the teaching philosophy and portfolio components explicitly provide evidence of the instructor's thoughtful commitment to accommodating diverse ways of learning and sensitivity to historically underrepresented students.</p>	<p>Inclusive teaching is addressed in the teaching philosophy. Course materials are constructed in a way that makes space for diverse ways of learning and displays sensitivity to historically underrepresented students.</p>	<p>Inclusive teaching may be addressed in the teaching philosophy, but portfolio components do not reflect this inclusivity.</p>