

**TO BE COMPLETED BY PROBATIONARY FACULTY AND BY
PART-TIME FACULTY IN THEIR SIXTH-SEMESTER EVALUATION.**

GENERAL GUIDELINES

- **Start now!** Many of the possible components of a teaching portfolio (see list below) are difficult, if not impossible, to obtain after you have finished teaching a course. Collecting these components as you go will make assembling your final portfolio much easier.
- **Give a fair and accurate presentation of yourself.** Don't try to present yourself as the absolutely perfect teacher. Highlight the positive, of course, but don't completely omit the negative or areas where you can improve.
- **Be selective in which materials you choose to include,** though be sure to represent a cross-section of your teaching and not just one aspect of it. A relatively small set of well-chosen documents is more effective than a large, unfiltered collection of all your teaching documents.
- **Make your organization explicit to the reader.** Use a table of contents at the beginning and tabs to separate the various components of your portfolio.
- **Make sure every piece of evidence in your portfolio is accompanied by some sort of context and explanation.** For instance, if you include a sample lesson plan, make sure to describe the course, the students, and, if you have actually used the lesson plan, a reflection on how well it worked.

WHAT TO INCLUDE

1. Teaching Philosophy

Year One for Probationary Faculty/Part-Time Faculty in the Sixth-Semester Evaluation

Teaching Statement: A Teaching Statement is a purposeful and reflective essay about your teaching beliefs and practices. It is an individual narrative that includes not only your beliefs about the teaching and learning process, but also concrete examples of the ways in which you enact these beliefs in the classroom or other learning environments. At its best, a Teaching Statement gives a clear and unique portrait of the you as a teacher, avoiding generic or empty philosophical statements about teaching.

Your Teaching Statement can address any or all of the following:

- *Your* conception of how learning occurs
- A description of how *your* teaching facilitates student learning
- A reflection of why *you* teach the way you do
- How you adapt your teaching strategies to different courses and audiences
- The goals *you* have for yourself and for your students
- What, for *you*, constitutes evidence of student learning
- The ways in which *you* create an equity-minded, accessible, and inclusive learning environment
- *Your* interests in new techniques, activities, and types of learning

You are encouraged to tailor your Teaching Statement to be relevant to the learning environment in which you work. For example, librarians may address some of the bullets above based on the information literacy classroom and at the reference desk, and may describe their contributions to classroom or library collection development and they ways they make decisions about selecting materials to be added or culled. As another example,

counselors may describe their counseling philosophy and how they adapt their counseling strategies to different audiences.

Year Two Onward for Probationary Faculty

Reflect on your Teaching Statement and address how you are incorporating new experiences (trainings, professional development, student feedback, etc.) into your teaching. If your Teaching Philosophy has changed, please explain.

2. Equity Statement

College of Marin defines equity as: recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities (Education Trust-West).

The College of Marin has defined "Equity-Mindedness" as: the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American education.

Year One for Probationary Faculty/Part-Time Faculty in the Sixth-Semester Evaluation

Your Equity Statement should address: How do you ensure equitable student learning outcomes are reached across our diverse student body to address historical and systemic disparities?

Year Two Onward for Probationary Faculty

Reflect on your Equity Statement and address how you are incorporating new experiences (trainings, professional development, student feedback, etc.) into your teaching and the greater COM community. If your Equity Statement has changed, please explain.

3. Teaching Goals

Describe your teaching and professional goals for the next year. From year two onward, provide a brief update on your progress.

4. Documentation of Teaching

Probationary Faculty—List the courses you taught during current Fall & Spring semesters.

Sixth-Semester Evaluation Part-Time Faculty—List the courses you taught during the most recent two semesters you had an assignment at the District.

Select two courses and provide the following for each, which should be provided as an attachment:

- A. Syllabus if applicable
- B. Course outline of record if applicable
- C. Sample assignment or exam with grading criteria and graded student sample if applicable
- D. Sample of supporting materials, such as handouts, problem sets, lecture outlines, homework assignments, case studies, LibGuide URLs, worksheets, and other assignments
- E. Sample of classroom activities (please include any relevant handouts and/or materials). Examples include, but aren't limited to, demonstrations, simulations and role-playing, skits, interviews, think-pair-share, debates
- F. A specific example that demonstrates how your teaching contributes to an equity-minded,

accessible, and inclusive learning environment

G. Describe your use of digital and instructional technologies to facilitate learning, such as learning management systems, videos/films, apps, simulations

If you work in a position such as coach, counselor, librarian, or Health Center nurse, you are encouraged to tailor the documentation you submit to be relevant to the learning environment in which you work. If you have questions regarding what to submit, please consult with your Evaluation Team.

5. Professional Development & Currency in the Field

Your activities can include any or all of the following:

- A. Participation in seminars, training, and professional development
- B. Design of interdisciplinary or collaborative courses or teaching projects
- C. Use and evaluation of new methods and materials for teaching, assessing learning, grading
- D. Preparation of a textbook, lab manual, courseware, etc.
- E. Description of instructional improvement projects developed or carried out
- F. Maintenance of currency through conference attendance, journal subscriptions, books, podcasts
- G. Research, grant-writing
- H. Membership and/or participation in professional organizations
- I. Publications, exhibitions, performances, productions, conference talks/posters
- J. Recognitions, awards, acknowledgments

6. Year Two onward for Probationary Faculty: Teaching Effectiveness

In this section, reflect on the data collected by the College of Marin from the previous academic year to identify your teaching **strengths** and **areas for improvement** within an equity lens.

For evidence of teaching effectiveness, you need to consider in your reflection:

- A. Student Feedback Form information, including written comments
- B. Evaluation feedback from the Evaluation Team
- C. Course-level and/or other relevant data from Planning, Research, and Institutional Effectiveness

In addition, you may consider:

- A. Grading or assessments
- B. Student letters or other feedback
- C. Other evidence of teaching effectiveness

7. Professional Responsibilities & Contributions to the District, Department, and Community (Optional for Part-Time Faculty)

Faculty are obligated to perform professional service duties, comply with District policies, submit paperwork on time (e.g., absence reports, final grades, and rosters), attend convocation, participate in required number of Flex activities, hold required number of office hours, and attend department meetings.

In addition to your obligations, identify other professional responsibilities and contributions, which may include:

- Service to the department and discipline (e.g. department collaboration, curriculum development, course revision, updating of curricular materials, participation in library collection development, outreach, department projects)

- Service to the District (e.g. evaluation of part-time faculty, committee work, student advising, accreditation work, strategic planning)
- Participation in funds development (e.g., grant writing)
- Implementation of Institutional Research & Development projects
- Facilitate Flex workshops
- Facilitate department or discipline events
- Assesses Student Learning Outcomes
- Volunteer opportunities, such as tabling for COM and COM groups at county-wide events, working at COM special events, concerts, sporting events, K-12 events, outreach for COM, and public speaking engagements related to your work for COM
- Student engagement, such as faculty advisor/mentor, student groups, learning communities, college-wide events

Content adapted from:

"Teaching Portfolios" by Center for Teaching, Vanderbilt University