



Teaching Portfolio Contents

- SEVEN items combined into an electronic portfolio document.

1) Cover page:

- full name
- college/department/degree working toward
- anticipated graduation date
- the number of students you taught in Spring 2019 through Fall 2019
- teaching position (instructor of record, lab instructor, etc.)

*There are two categories to ensure that each nominee is compared with other TAs whose responsibilities are comparable:

Complete Responsibility (A): The TA defines the specific course content and measures of student achievement while following general guidelines, such as course descriptions, broad reading lists, certain required assignments or types of assignments. Even though there is overall supervision by a course supervisor, the TA has very wide latitude and discretion in conducting the class.

Partial Responsibility (B): The TA has more limited choices about content and assignments, and supervision is more direct. Teaching discussion sections associated with large lectures or teaching laboratories associated with either large or small enrollment courses are good examples of this category.

- 2) CV:** Please include an up-to-date curriculum vitae that emphasizes items pertaining to teaching. Identify the professional development and leadership activities that have contributed to your success as a TA (i.e. presenting at conferences, attending workshops, receiving awards, serving on committees, participating in civic organizations, reading/self-directed learning).
- 3) Teaching Philosophy Statement:** This statement must be no more than one page single spaced, 12-pt., 1-inch margins. It is an introduction to the nominee as an instructor and to their teaching portfolio. It provides an opportunity for the nominee to link all other parts of their portfolio. It serves as the conceptual framework for the nominee’s teaching and their portfolio.

4) Narrative – Course I

5) Narrative – Course II

Arrange these two narratives as follows: Course

1: Course Number/Title/#Students

Section one	Teaching Responsibilities
Section two	Approach to Teaching and Learning
Section three	Innovative Teaching Practices Section
four	Outcomes
Section five	Reflective Statement/Plan for Growth

Course 2: Course Number/Title/#Students

Section one	Teaching Responsibilities
Section two	Approach to Teaching and Learning
Section three	Innovative Teaching Practices Section
four	Outcomes
Section five	Reflective Statement/Plan for Growth



The course narratives can be for **any** two courses in which the nominee was or is a TA at FSU. The two courses can be either two different courses or the same course taught during two different semesters.

Each of the sections below (teaching responsibilities, approach to teaching and learning, etc.) should be 200-500 words. Narratives should demonstrate what makes the nominee's teaching at FSU stand out.

- **Teaching Responsibilities:** A brief description of the course and the nominee's responsibilities for the course.
- **Approach to Teaching and Learning:** Describes what methods the nominee used to facilitate student learning in the course. This should include specific, concrete examples and may include references to appendices if desired.
- **Innovative Teaching Practices:** Artifacts, supplemental items, and/or narrative that the nominee wishes to include as part of his/her overall course narrative. Nominees should include a brief statement for each item of why you included the item and why this item is an accurate representation of you as a teacher. The nominee should include one or two items per course that best reflect the argument they wish to make about why their teaching at FSU stands out from that of other TAs.

- **Outcomes (Part I & II):**

Part I. Provide evidence of faculty/peer/student feedback on your teaching

- If you have SPCI student evaluations then list the course and include a copy of the SPCI report and reflect on the meaning of this type of evaluation.
- If you do not use the university standard SPCI student evaluations, then include any kind of student/peer/faculty evaluation you have (mid-semester evaluations, peer evaluation, faculty evaluations) and reflect on the meaning of this type of evaluation.

Part II. Describe what your students are able to do as a result of your teaching, what strategies you used for assessment, and how you know your students are learning.

- **Reflective Statement/Plan for Growth:** Describe the effectiveness of your teaching approach, what you learned about your teaching approach, what surprised you, and what you would do differently in the future.
- 6) Optional Appendices:** Documents/items intended to support the assertions made in the course narratives. Nominees should include no more than five. The nominee can, if desired, include student written comments scanned from the evaluation instrument or other types of student comments. These comments should be chosen carefully. Quality comments describe **WHAT** the nominee **DOES** in the classroom that helps students learn, **NOT** simply that they are the best TA. Repetitive comments should be avoided.

The committee wants to know why the nominee stands out!