

Outline
Teaching Portfolio for the
Certificate in College Teaching

- I. Cover Page (title of portfolio, name, degree and date, department, and university)
- II. Table of Contents (with page numbers)
- III. Introduction to Components of the Narrative
 - A. Introduction. Followed by your philosophy of teaching and learning, i.e., your past and current perspective on teaching your content area—which should be based on your personal experience, perspective, and training; your perspective on academic ethics and diversity; with references to seminal works on teaching from which you have drawn. Refer to samples of your own work in the syllabus that illustrate your philosophy.
 - B. Teaching Biography. An explanation of where, what, when, how, and why you have taught; a description of your teaching as a TA in labs or recitations; a description of your teaching as an instructor of record; presentations on teaching for a faculty mentor or tutoring in your content area; specific experiences you have had in the past, such as research mentorships with undergraduates; course and/or syllabus development; grants to improve teaching; use of technology for learning, such as clickers, on-line, or web-based activities; methods you have used, such as collaborative learning, field work, group work, service learning activities you have facilitated in your courses. Supply evidence in the Appendix.
 - C. Assessment of Student Learning. Describe your approach to assessing and evaluating students on in-class work, out-of-class work, group work, assignments, papers, projects, and tests, and to how you integrate such feedback to improve your course; research on learning that you have based your ideas on or that you have done as part of a teaching as research project at CU Boulder or elsewhere. Refer to matching and supportive evidence in the Appendix of each item you highlight.
 - D. Future in College/University Teaching. Describe the kind of college/university environment in which you would like to teach. Discuss how you would incorporate your philosophy of teaching and learning into the undergraduate courses and graduate seminars you would like to teach when you are a faculty member. How would you mentor students in your new environment? How might you team-teach with other faculty? Present possible ideas for independent study, fieldwork, projects, dissertation topics for graduate students, etc. Suggest scholarship of teaching or teaching as research activities that you might want to pursue. Refer to matching and supportive evidence in the Appendix.
 - E. Assessment & Evaluation of Your Teaching. In your narrative explain any assessments of your teaching such as peer observations or videotape consultation; describe and explain evaluations of your teaching (student FCQs, faculty observations and evaluations, self, peer reviews, and unsolicited student feedback). Refer to documented examples in Appendix.
- F. Academic Professional Development. Describe efforts and activities in which you have participated to improve your teaching: courses in your department, workshops or certification through the Graduate Teacher Program; in your professional organization; special projects or mentorships, such as having a mentor in the Collaborative Preparing Future Faculty Network. Describe conferences on teaching that you have attended or at which you have presented on teaching. Refer to documented examples in Appendix.
- IV. Appendices (short, specific, and original documents that illustrate and provide evidence or proof of your success and work on the items/topics discussed in the narrative: Label each Appendix A, B, C, etc.)
 - A. Samples of your own work that illustrate your philosophy of teaching and learning, such as an original syllabus, course plan or description.
 - B. Samples of items that illustrate your teaching biography: original assignment, example of student work,
 - C. Assessments of student learning: sample assignments, quizzes, tests, rubrics; copies of test or assignment with your feedback to students (To be used only with written student permission.)
 - D. Future in College/University Teaching. Abstracts of courses or a syllabus you would like to teach in the future.
 - E. Assessment & Evaluation of Your Teaching: FCQs (quantitative data summarized into chart, written notes from one whole class typed up as an example), peer observations, faculty observations and evaluations, videotape consultation notes, or unsolicited student feedback.
 - F. Academic Professional Development: listings of workshops attended, certificates achieved, methodology courses in your field, signed classroom observation by faculty or peers; participation in your national association's teaching development activities; summer pedagogical workshops in your discipline, extra training in college teaching.
- V. CV: Add section on Academic Professional Development: certificates, Lead Graduate Teacher training, COPFFN activities.