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| Portfolio Components | | Reviewers: |
| **General Requirements** |  |  |
| Portfolio is submitted every third year | Portfolio to include collection of material depicting nature and quality of candidate’s teaching and students’ learning. | Adjunct online teaching will be evaluated using following characteristics of instruction:   * overall quality of instruction and pedagogy * effective student/teacher communication |
| **Instruction** |  |  |
| Framing statement should provide reflective statement on: | * individual teaching roles and responsibilities * teaching philosophy * use of technology to maximize student-teacher interaction * instructional strategies and tools to help students achieve learning outcomes * activities engaged in to improve teaching * future goals |  |
| Evaluations | * Student evaluations- all courses with enrollments of 3+ students in most recent two years; may be supplemented with evaluations designed by instructor |  |
| Course Syllabi | * At least 3 representative syllabi from courses taught in the past two years, including lower and upper division or graduate courses if applicable | Reviewer considers:   * syllabus is consistent with standards required by EOU and program faculty * syllabus maintains the intent of the master course syllabus * syllabus compares in scope and depth with similar courses in the discipline * syllabus articulates the appropriate standards and outcomes consistent with GEC and/or programmatic outcomes * activities, strategies, resources, and assessments are commensurate with similar courses in the discipline |
| Sample Assessments | * Candidate submits a set of assessments utilized in each course | Reviewer considers:   * assessments align with course learning outcomes * assessments compare in depth and rigor to similar courses in the discipline |
| Sample faculty-student interaction | * Candidate submits representative sampling of email logs, discussion board interaction, assignment feedback or other documentation of interaction with students | Reviewer considers:   * evidence of response to student needs and inquiries * evidence of adequate feedback on assessments and assignments * evidence of regular and substantive interaction with students |