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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
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| **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
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| Evaluations | * Student evaluations- all courses with enrollments of 3+ students in most recent two years; may be supplemented with evaluations designed by instructor
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| 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
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| 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
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| 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
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