

# Teaching Portfolio Guidelines for the Minor in College Teaching (MICT)

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The teaching portfolio is a cornerstone of the practicum experience in the Minor in College Teaching (MICT). It serves as a reflective and comprehensive record of your teaching development, showcasing your accomplishments and growth as an educator. These guidelines outline the required components and evaluation criteria for the teaching portfolio.

## Components of Teaching Portfolio

### Description of the Teaching Practicum Experience

Provide a detailed overview of your practicum, including:

- **Practicum Structure:** Specify how your practicum was structured (e.g., embedded in a practicum course, faculty-led, or student-led).
- **Course Context:** Describe the course topic, student level, class size and dynamics, and how the course fits into the broader curriculum (e.g., a general education requirement, a capstone, or a prerequisite for advanced coursework).
- **Teaching Responsibilities:** Outline your specific teaching duties, such as lesson planning, delivering lectures, leading discussions, or grading assignments.
- **Key Activities and Accomplishments:** Highlight significant activities that shaped your teaching experience, such as implementing innovative teaching strategies, developing new course materials, or adapting to unique instructional challenges (e.g., teaching in an online environment or addressing diverse student needs).
- **Key Challenges and Areas for Growth:** Reflect on specific challenges you encountered during the practicum (e.g., engaging students with varying levels of prior knowledge or navigating time management in a hybrid format). Discuss how you addressed these challenges and identify areas where you aim to continue improving.
- **Lessons Learned and Future Development:** Summarize what you learned about yourself as an educator and how your practicum experience contributed to your growth. Discuss the impact of your teaching strategies on student learning and outline actionable steps for your continued professional development.

This section should integrate a factual description of your practicum with reflective insights, providing a well-rounded narrative of your teaching experience, achievements, and growth.

### Statement of Teaching Philosophy

Craft a reflective and professional statement that articulates your overarching beliefs about teaching and learning. This statement should address:

- **Your Goals as an Educator:** What do you aim to achieve in your teaching, and what outcomes do you strive for in your students?
- **Your Teaching Approach:** What strategies, methods, or principles guide your teaching to support student learning and development?
- **Your Core Values:** How do your beliefs about inclusivity, engagement, and critical thinking inform your teaching?

This statement should be concise, compelling, and adaptable for job applications, demonstrating your unique approach and commitment to education. Avoid focusing exclusively on your practicum experience; instead, highlight broader insights and values that reflect your teaching philosophy as a whole.

### Sample Syllabus and Lesson Plans

Include a syllabus and/or selected lesson plans that demonstrate your ability to organize and structure a course effectively. Your materials should:

- Clearly outline course objectives, learning outcomes, and expectations.
- Detail assessment strategies that align with learning goals.
- Highlight teaching methods that promote engagement and inclusivity.

Focus on showcasing your ability to create well-structured, student-centered materials that reflect best practices in course design.

### Examples of Student Work and Evaluations

Provide anonymized samples of student work that illustrate evidence of learning and achievement in your course. Accompany these samples with:

- A summary or copies of student evaluations of your teaching.
- A reflection on what the evaluations reveal about your teaching effectiveness and areas for improvement.

This section should present a balanced view of your strengths as an educator and your commitment to continuous improvement based on feedback.

## Pre-Observation Self-Appraisal (x2)

Before each observation, complete a pre-appraisal to provide context and focus for the observation. This document should be shared with your supervisor/observer in advance to facilitate a productive and informed observation. The pre-appraisal should address the following:

- **Overview of the Class to Date:** Summarize the progress of the course, including major topics covered, student preparedness, and motivation levels.
- **Course Context:** Provide a brief overview of the course, including its objectives, your teaching philosophy, and any physical or environmental factors influencing the class.
- **Planned Session Details:**
  - Describe the specific lesson or session to be observed, including the topic, objectives, and intended learning outcomes.
  - Identify assignments or activities leading up to this session and their relevance to the observed class.
- **Teaching Approach:** Outline the teaching strategies, methods, and assessment techniques you plan to use during the observed session, along with your rationale for choosing them.
- **Goals for the Observed Class:** Articulate specific goals you aim to achieve in the session (e.g., improving student engagement, clarifying complex concepts).
- **Focus for Feedback:** Reflect on areas where you feel confident and identify aspects where you seek feedback (e.g., pacing, use of instructional technology, fostering discussion).

## Supervisor/Observer's Classroom Observation Reports (X2)

After each classroom observation, your supervisor/observer will provide detailed feedback and prepare a report to support your teaching development. This process includes:

- **Feedback on Teaching:** The supervisor/observer will assess key areas such as communication skills, clarity of instruction, teaching methods, content organization, student engagement, and evidence of learning. They may use the [observation form](#), but it's not required.
- **Written Report:** A written observation report will highlight strengths, areas for improvement, and actionable recommendations. Supervisors/observers are encouraged to use the MICT feedback form, though alternative formats are also acceptable.
- **Follow-Up Meeting:** Within one week of the observation, the supervisor/observer and practicum student will meet to discuss the feedback, address questions, and identify strategies for improvement.

## Post-Observation Reflections in Response to Supervisor/Observer (x2)

After each classroom observation, write a reflection that responds to the feedback provided by your supervisor or observer. Each reflection should:

- **Summarize Feedback:** Highlight key points of feedback from the observation, noting areas of strength and suggested improvements.
- **Analyze Your Teaching:** Reflect on how the observation feedback aligns with your own perceptions of the session. Identify what worked well and what could be improved.
- **Action Plan:** Describe specific changes or adjustments you plan to make in response to the feedback for future teaching sessions.

## Teaching Portfolio Rubric

This rubric is used to evaluate the components of the Teaching Portfolio for the Minor in College Teaching (MCT). Each component will be assessed to ensure it meets program standards for quality and completeness. Components are evaluated on the following scale:

- Exceeds Expectations (3 points)
- Meets Expectations (2 points)
- Does Not Meet Expectations (1 point)

To pass, you must achieve a rating of Meets Expectations (2 points) or higher for each component. If any component does not meet expectations, it must be revised and resubmitted. Additionally, the total score for all components must meet or exceed 16 points to successfully complete the portfolio.

### Rubric Criteria

Portfolio Component	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
Table of Contents	Comprehensive; includes accurate page numbers and clear section titles.	Accurate and clear; minor formatting or structural issues.	Missing, incomplete, or lacks organization/navigation.
Description of the Teaching Practicum Experience	Detailed and engaging; provides clear context, responsibilities, challenges, and accomplishments.	Adequate description with essential details; minor gaps in clarity.	Lacks clarity or detail; fails to provide an adequate overview.
Statement of Teaching Philosophy	Insightful, reflective, and aligned with teaching goals; demonstrates depth and clarity.	Adequate reflection and alignment with teaching goals; minor gaps in clarity.	Superficial or unclear; lacks alignment with teaching goals.

Sample Syllabus and Lesson Plans	Well-organized; demonstrates clear objectives, assessments, and methods that align with best practices.	Adequate examples with minor gaps in structure or clarity.	Lacking in organization, alignment, or completeness.
Examples of Student Work and Evaluations	Strong evidence of teaching effectiveness; includes thoughtful reflection on student feedback.	Adequate evidence of teaching effectiveness; minor gaps in analysis.	Minimal or unclear evidence; lacks reflection or analysis.
Pre-Observation Self-Appraisal Reports (x2)	Comprehensive and insightful; sets clear goals and areas for feedback.	Adequate appraisal; identifies teaching goals and feedback areas.	Incomplete or superficial; lacks thoughtful self-reflection.
Supervisor/Observer Classroom Observation Reports (x2)	Detailed and constructive; highlights strengths, opportunities for growth, and actionable feedback.	Adequate reports; identifies strengths and areas for improvement.	Incomplete, vague, or lacking actionable recommendations.
Post-Observation Reflections in Response to Supervisor/Observer (x2)	Thoughtful and analytical; demonstrates clear responses to feedback and a plan for improvement.	Adequate reflection; responds to feedback and identifies areas for growth.	Superficial or lacking a clear plan for addressing feedback.