teach.

Teaching Effectiveness And Career enHancement

August, 2019

Dear TEACH Fellow,

Welcome to the 20th TEACH Cohort! We are excited about working with you for the next two semesters.

After more than two years of planning and gathering input from faculty members across Texas Tech and at other universities around the nation, the Teaching, Learning, and Professional Development Center began the TEACH Program in Spring, 2000. The program, now housed under the auspices of the TTU Graduate School, has developed into a highly-regarded and successful supplement for professional development for future faculty members like yourselves, and serves as a model for other graduate student development programs.

We strive to maintain flexibility within the TEACH Program and meet your needs as individuals. We want the program to be more than a series of requirements that you complete, but rather steps that help you grow as an educator and examine your personal teaching philosophy.

Please know that each member of the TEACH Program team maintains an "open door" policy. We want you to feel free to contact us or come by any time – we'd love to visit with you or help in any way we can. This manual is also a really important collection of information about the program, which is also available online on the TEACH Program website. Please take the time to review it now, and continue to refer to it frequently during your TEACH fellowship.

On behalf of the other TEACH consultants, let me offer our congratulations on your selection as a TEACH fellow and welcome you again to the program.

Sincerely,

Allison P. Boye

Allison P. Boye, Ph.D.
TEACH Program Director
Associate Director
The Graduate School
Texas Tech University

Table of Contents

2019 – 2020 TEACH Program Cohort

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TEACH Program 2019 – 2020 Tentative Due Dates

Friday, September 6	Have you registered for Fall workshops?
Friday, September 27	Have you scheduled your Fall peer observations?
Monday, October 7	*Portfolio & Project Proposal due*
Friday, October 26 – November 9	Have you completed your first videotaped observation and Instructional Diagnosis?
Friday, November 16	Have you completed your peer observation and scheduled the group discussion yet?
Friday, December 6	Minimum **8** workshop hours due
Monday, December 9	*Teaching Portfolio due*
Friday, January 17	Have you scheduled your Spring initial consultation yet?
Friday, January 24	Have you signed up for your Spring workshops or started scheduling your peer observations?
Monday, February 24	*Project Progress Report due*
Friday, March 27 – April 10	Have you completed your second videotaped observation and Instructional Diagnosis?
Friday, April 17	Have you completed your peer observation and scheduled the group meeting yet?
Friday, May 1	**16** Workshop hours (cumulative) due
Monday, May 4	*Project Due*
Monday, May 11	*Final Reflection Paper due*

* If there are any changes to the schedule, TEACH staff will communicate via email regarding updates. If you have a question about this schedule, please contact Dr. Allison Boye or your TEACH consultant.

Overview of Policies and Expectations

Teaching Assignment

It's imperative that you maintain an <u>official, regular teaching assignment</u> in both the fall and spring semester, since so much of the TEACH Program is about classroom observation and interaction with students. A guest lecture or assisting a professor in the classroom as a teaching or research assistant does *not* meet the program requirements. Leading a discussion section, teaching a lab or lecture session, or serving as the instructor of record for a class are all acceptable teaching assignments. **Note: this is an <u>absolute</u> requirement to participate in the program**.

Workshops

You are required to attend 16 hours of TLPDC/TEACH workshops of your choosing over the course of your fellowship. A *minimum* of 8 workshop hours must be completed by the end of the fall semester, with the remaining hours to be completed by the end of the spring semester. Additional hours completed in the fall will be applied to the spring requirement. You will be able to find a list of workshop opportunities on our website at www.tlpd.ttu.edu at the beginning of each semester, and the TEACH staff will make you aware of any additional opportunities throughout the course of the year. Don't worry – there are plenty of options!

Consultations

You will meet with your TEACH consultant at the beginning of each semester. At this meeting you will discuss potential projects as well as schedule appointments for your videotaped teaching observations, your Instructional Diagnosis (midterm student evaluations), and the follow-up consultations for each. In addition to those required consultations, you are welcome to set up additional meetings with your TEACH consultants at any time during the year.

Recorded Teaching Observations

Over the course of the year, you will participate in videotaped teaching observations in which your TEACH consultant will videotape your course, lab, or discussion section without interfering in the session's progress (at least once each semester). Your consultant will take notes throughout the class detailing occurrences and observations, and these notes will be provided to you at the follow-up consultation. For the follow-up consultation you will be asked to review the video of your class, taking note of your teaching, the students' involvement, etc. You will then meet with your consultant in a confidential session to discuss the events of the class and teaching issues applicable to your course. Additional observations may be requested by the fellow, or suggested by the consultant, but only one videotaped observation per semester is mandatory.

Instructional Diagnosis

You will also participate in an Instructional Diagnosis and follow-up meeting once each semester. This is a method of getting anonymous feedback from your students midway through the semester. The Instructional Diagnosis will take about 10-15 minutes of class time in which your consultant will visit your class, without you present, and elicit responses to questions that help you identify what is helping students learn and issues that are challenging or less satisfying to them.

After your consultant meets with your class he/she will compile the students' responses so that you may discuss the results in your follow-up consultation. In this session your consultant will help you interpret the data collected from your students, and discuss with you how and if you should implement changes or communicate differently with your students.

Peer Observations and Self-Reflection

Each semester you will work with a small group of TEACH fellows to share resources and experiences. You will observe at least one group member's teaching in the fall and spring, and write a short reflective paper about your observations which will be shared with your group members and consultants. (You should also be observed by a member of your peer group at least once per semester). You will also participate in a follow-up Peer Group Meeting

with your group and consultants each semester. Guidelines for these write-ups will be provided. Additional peer observations are optional, but encouraged!

Teaching Portfolio
By the end of the fall semester, you will complete a teaching portfolio that represents your teaching philosophy and experience. Your teaching portfolio should be a professional, thoughtful, and reflective document that demonstrates who you are as a teacher. There will be workshops offered in the fall and sample portfolios to offer guidance, and the consultants are also here to help! You will also be asked to attend a session in November requiring you to bring a draft of your portfolio for workshopping with peers. The teaching portfolio will be completed and turned in by **Monday, December 19th, 2019.**

Project – New Course Design/Course Redesign
By the end of the spring semester, you will complete a teaching and learning project involving the detailed design of a new course or significant redesign of an existing course. Other project ideas are possible, but only with the approval of the TEACH staff. This project should take approximately 20-30 hours to complete. Your completed project will be due by **Monday, May 4th, 2020**, and will be displayed during the Final Review sessions at the end of the spring Semester (see below).

Portfolio & Project Proposal
During the fall semester you will construct a Proposal which details the project you propose to complete and your plans for completing your teaching portfolio. This proposal will be reviewed and approved by the TEACH staff.

Project Progress Report
You will also be asked to submit a progress report midway through the spring semester, detailing the work you have completed on your project thus far.

Final Reflection
At the end of the spring semester, you will be asked to provide a brief reflection paper regarding your TEACH experience (prompts will be provided). This will serve as a capstone for the culmination of your experiences in the program.

Participation
So these are the core expectations of the TEACH Program. As a general rule, you are expected to be an <u>active</u> participant in the TEACH Program. That means thoughtfully participating during the workshops and sessions, consultations, peer observations, etc.

You will be busy this year, but it will be worth it! It is an honor to be accepted into the program – competition is stiff! – so we expect a great deal from you, just as you expect from your students. If you are worried about your time, or have any questions or concerns, don't hesitate to give us a call this summer! We're happy to talk to you about it and think it through with you.

That being said, again, we will be investing a lot in you, so we do expect a lot from you in return. We expect you to meet all of these deadlines and requirements, and to do so in a professional manner. If you fail to do so, there will be consequences. If you fail to comply with at least 80% of these expectations, complete them in an unsatisfactory manner, or excessively miss deadlines or meetings, your stipend may be withheld and you may be asked to leave the Program. We don't expect this to happen, of course, but just in case…

Again, we are excited to work with you and we are looking forward to a great year! We hope that you are too!

Academic Integrity

The TEACH Program expects all TEACH fellows to adhere to the University Code of Student Conduct. Texas Tech University defines plagiarism in the TTU Student Affairs Handbook under Section 19 Academic Dishonesty of Part IX, Code of Student Conduct:

> *(b) "Plagiarism, including but not limited to:*
>
> *1. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement;*
>
> *2. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."*

Engaging in plagiarism will result in the TEACH fellow's immediate dismissal from the program and forfeiture of the stipend.

- The TEACH project and teaching portfolio, while developed under the advisement of the TEACH staff and/or other faculty members, must represent the sole work of the TEACH fellow.

- Teaching portfolios and TEACH projects of past fellows may be reviewed by current fellows in the process of developing his/her own portfolio and project, but fellows may not copy, reproduce, or otherwise present someone else's materials as their own.

DESCRIPTION OF TEACH REQUIREMENTS AND EXPECTATIONS

Consultations

All of the TEACH Consultants have experience with and training in graduate student development. They also have experience as graduate students, faculty-in-training, and in the classroom themselves. They will work with the fellows through the developmental process as he/she completes the program.

TEACH Consultants will:
- Conduct an initial consultation with you at the start of each semester
- Conduct a minimum of 1 videotaped observation of your teaching each semester, plus a follow-up consultation
- Conduct a minimum of 1 Instructional Diagnosis with one of your classes each semester, plus a follow-up consultation
- Assist you in determining what workshops to attend, as needed
- Advise you on portfolio and project development, as desired
- Facilitate peer group meetings
- Consult with you regarding any pedagogical or TEACH-related questions you might have

Workshops

TEACH fellows are required to complete a minimum of 16 hours of TLPDC workshops over the duration of their fellowship (the fall and spring semesters).

► *A minimum of 8 hours must be completed by the end of the fall semester, and the remaining hours by the end of the spring semester. Additional hours completed in the fall will be applied to the spring requirement.*

- You should become familiar with the online registration system to sign up for any TEACH program workshop.

- If you have a question about your workshop hours, you should contact your designated TEACH Consultant.

- If you must cancel a workshop, please use the online registration system to officially drop the session.

- Workshops typically last for one hour, but some may last longer and will, therefore, be given more credit.

- **The TEACH staff will identify workshop offerings that are TEACH-approved and appropriate for fulfilling workshop requirements.** Not all workshops on the TLPDC schedule will "count" for TEACH credit, which is limited to sessions that are relevant to teaching and other similar forms of graduate student professional development. Information about these sessions is available on the TLPDC website (http://www.depts.ttu.edu/tlpdc) -- just click on "List of Events" under Events and Programs. We prefer that you attend a variety of workshops as applicable to individual interest and need.
    - **We strongly recommend that you examine your schedule and register for workshops earlier rather than later** in the semester so that you can attend workshops that are most relevant and interesting to you rather than simply attending one because it fits your schedule. Be aware that workshops diminish in frequency towards the end of the semester!

- Please note as well that workshops are not generally scheduled on a semester basis; rather, they will be offered based on interest and availability of instructors. If you have suggestions about workshops you would like offered, we are always interested in feedback.

- **Please feel free to invite peers and colleagues to join you at any of these sessions.** If you feel a TEACH-only workshop would interest members of your department, contact Dr. Boye to discuss this and arrangements can likely be made to include others.

Recorded Teaching Observations

What can be recorded?

Two recorded teaching observations (based on discussion sections, laboratory sections, or courses you are teaching for a full semester) are required for program completion. The first observation should be completed in the fall semester, the second in the spring semester. Public speaking engagements, talks in colloquia, or single lectures given in place of a faculty member may not be used to complete the recorded teaching observation requirement.

The TEACH consultant will simply record your selected class session without interfering with its progress. You need not, *and should not*, alter your typical lesson plan or class activity to accommodate the videotaping. The consultant will take notes detailing occurrences and activities during the class, and will later provide these notes to you along with analysis during a follow-up consultation.

You may be observed more than once per semester if desired. The option of multiple video tapings is left to the consultant's discretion or the fellow's request. Often fellows like to have two videotaped observations in a semester -- one early in the semester, one later in the semester – to track their progress.

After the class, the TEACH student assistant or your consultant will send you a link to the recording, and you should then watch it at a time and place of your choosing, taking notes of your own on your observations regarding what you feel like went well, and what you think might need improvement.

Each recorded class is subsequently discussed in a confidential session with your consultant. You and the consultant together will analyze specific teaching issues and focus on the recorded class, recognizing that there are many effective ways to teach. Recording allows you to experience your own teaching in a safe, supportive atmosphere.

As with the Instructional Diagnoses, recorded classroom observations and feedback *remain completely confidential*, and will not be shared with anyone without your specific request to do so.

Instructional Diagnosis

What is an Instructional Diagnosis?

- This is a method of getting anonymous student feedback midway through the semester.
- Your TEACH Consultant will visit your class, discussion section, or lab, and you will leave the room.
- The consultant will elicit responses to three general questions regarding what's working in the class, what's not working, and what suggestions they might have.

When should the Instructional Diagnosis be conducted?

- Sometime between the fourth and sixth weeks (*generally*)
- An Instructional Diagnosis past the seventh or eighth week of the semester may not give you enough time to respond to feedback from your students and incorporate any desired/feasible changes.
- An Instructional Diagnosis too early in the semester does not allow enough time for you to develop a rapport with your students.
- You should look at your calendar early in the semester to schedule your Instructional Diagnosis so that the TEACH staff may better accommodate you.

What will students think about the Instructional Diagnosis?

- Based on previous experience, students appreciate the opportunity to participate and give feedback. The TEACH consultants promote this service as a chance for them to shape their learning environment.
- The consultants do not guarantee change as a result of the Instructional Diagnosis – the instructor is the only person who can implement change.
- The consultant acts as a neutral figure who simply gathers the feedback from the students and then communicates it to the instructor.
- Students will sense that their opinions count, especially when the instructor returns to class and discusses the changes or efforts he/she will make to address their feedback.

How long will the Instructional Diagnosis take?

- ***Fellows should plan on allowing* at least 10-15 minutes** *for the Instructional Diagnosis at the start of the scheduled class period.* This amount of time is needed to ensure thoughtful and thorough feedback from the students. If the consultant or the students feel rushed during the Instructional Diagnosis, then the students are more likely to provide quick and shallow, and thus less useful comments because they did not have enough time to reflect.

What type of information will TEACH fellows receive from the Instructional Diagnosis?

- Examples of practical feedback include: "Review of the reading is very helpful," "homework turnaround is not fast enough," and "leave PowerPoint slides up longer."
- The Instructional Diagnosis will give you a clearer idea of how your students feel about the class.

What happens during the post-ID consultation session?

- You and the consultant will discuss the feedback provided by the students.
- The consultant will help you interpret and prioritize the data collected from the students, and how and *if* you should implement changes.

► *Remember: the Instructional Diagnosis is confidential and will not be reported to anyone without* **your** *specific request to do so.*

Peer Groups and Observations

We have found in the past that TEACH fellows benefit from their interaction with other current TEACH fellows. To facilitate the formation of those relationships, in the fall and spring you will be grouped with other fellows with whom you can share experiences and resources. Fellows can draw on each other's knowledge, opinions, successes and frustrations through informal discussions, observations, and workshops.

Part of your relationship with your peer groups will include an observation of one another's teaching each semester. Observing other teachers in action, in addition to being observed, and sharing ideas is a valuable strategy that should encourage self-reflection. There is no better way to improve oneself than to observe someone else! Here's what you need to know:

1. Each semester, you will be required to **observe the teaching of, and be observed by** at least one member of your peer group. You are responsible for arranging these observations with your group members on your own. Please be proactive in getting these scheduled with one another, and insure that everyone in the group is getting observed. Regarding *when* to observe:

    o Do not wait until the last week/s of the semester! You don't want to get stuck observing exam reviews or student presentations. Also discuss with your peer group members what might be happening in class on the day you observe; think about sharing your syllabi!

    o You should also avoid observing too early in the semester (like the first week of classes!). It is understandable if you want to get things done quickly, but try to wait at least a couple of weeks so that you all have time to build rapport with your students, establish patterns, and really dig into content.

2. You will then **provide an informal written reflection** in response to those observations **using the guidelines provided here in the TEACH Program Manual** (*please note: a bulleted list will not suffice*). You are **not** being asked to replicate what your TEACH consultants do! In fact, we prefer that you avoid following that model in order to prioritize your own self-reflection in the process.

3. After the observations have taken place, you will meet with your TEACH consultant as well as with your peer group members and their respective consultants, and engage in an informal and thoughtful discussion of your observations. *As such, please include your consultants in the meeting planning process!* The TEACH consultants will help arrange and facilitate this meeting. **You should provide your consultant with your reflection/feedback write-up at least 2 days prior to this peer group meeting.** Your consultant may ask you to augment or revise your write-up prior to the meeting, for they will be shared with the entire group.

    o Coordinating multiple calendars for a group meeting can be challenging, as you know. We recommend you try using **Doodle Calendars** (or some other similar software) to help with the task: http://doodle.com/. *Again, please include all of your group members' respective TEACH Consultants on this process to ensure that at least one of them can attend the meeting.*

This element of the program is meant to be an exercise in self-reflective teaching by which you can gain insights about teaching and learning and new ideas from your peers as you form a stronger community with

one another. *Please note that we do NOT expect you to be "experts" at teaching observations, nor do we expect you to provide long, formal, or harsh critiques to your peer groups.* <u>Evaluating your peers is **not** the primary goal of this exercise; it is, rather, to **reflect on your own teaching** and learn by observing them.</u> Therefore, any observations made or suggestions provided should be in a format that is constructive to both you and your peer group.

The following guidelines offer a list of some important pedagogical elements to help you in your teaching observations of one another, and some questions we would like you to respond to after your observations.

Peer Observation Guidelines

You should take notes during your observation of your peer and jot down your thoughts for the meeting with your peers and consultants and to help you prepare for your reflective response. Remember, the primary goal here is not critique or evaluation, but **self-reflection**! *You should not try to emulate the format used by your TEACH consultants.*

REFLECTIVE QUESTIONS

Please provide thoughtful responses for each of the following questions based on your observation(s).

1. What did this observation help you recognize about your own teaching? Did you identify with anything that happened in the class? Did this experience make you want to change or implement something new in your own classroom?

2. In conducting this observation, what thoughts did you have about the practice of teaching and learning in general? For instance, did your observation inform your thinking about big picture issues like classroom management or student engagement, etc.? Did you change your mind about anything, or confirm beliefs you already had?

3. What did the instructor do particularly well?

4. What ideas might you share with the instructor?

5. If you observed someone in a discipline different from your own, what was that experience like?

*Below are some general matters you might consider as you observe your TEACH peers in the classroom (yes, there is a lot that goes into teaching!). **You don't need to address all or even any of these** *– these are just to help you focus during your observation and to assist you in your reflections on teaching. And you can certainly think about issues that are not included here!*

Content: (content knowledge; answering questions; variety; challenging/stimulating; use of examples/analogies; clarity; application; synthesis of information/connections; organization)

Classroom Management: (student attention; student participation; student preparation; student civility)

Student Engagement: (instructor enthusiasm; rapport with students; active involvement; asking questions; discussion; class activities; student participation)

Delivery/Communication: (eye contact; clarity; volume; movement; pace; visuals; technology)

Portfolio & Project Proposal

The Portfolio and Project Proposal is a critical part of the TEACH program. This document is meant to provide you and your consultants with an in-depth image of the proposed teaching portfolio and project and help everyone plan accordingly. We just want to make sure you are on the right track! Please provide the following information in a single document:

Portfolio:

- An outline of the elements which will be included in the portfolio
- A timeline for the portfolio and plan for completion
- A draft of any completed documents, *if applicable (not a requirement!)*

Project – New Course Design/Course Redesign:

- A brief description of the course selected for design/redesign
- A rationale for selecting this course
    - If choosing to engage in a course redesign, what will your *new* approach be? What *substantive* changes do you intend to make to the course?
- A preliminary list of potential components
- An estimated timeline for project completion

The Portfolio & Project Proposal is due on **Monday, October 7th, 2019.**

* In the event that the TEACH staff feels the fellow does not provide enough detailed information or is unclear in his/her description, the fellow may be asked to revise his/her proposal. TEACH consultants have sample teaching portfolios and project proposals available for review if desired (though a common format is not required). **Please contact Dr. Boye or your TEACH Consultant to schedule an appointment.**

Teaching Portfolio

A personal teaching portfolio plays an important role not only in the required elements of the TEACH program, but also in the TEACH fellow's future job search.

Although there is not a standardized list of expected portfolio elements, many include the following:

- Table of contents;
- Framing statement highlighting the 4-6 most important components in the teaching portfolio;
- Teaching philosophy statement;
- Information about teaching experience and context;
- Relevant support, such as syllabi, reading lists, handouts, assignments, quizzes, exams;
- Reflective statements throughout, not limited to a reflective syllabus;
- Evidence of evaluation, such as feedback from students, peers, or faculty about his/her teaching;
- Selected student materials and/or comments.

Portfolio Workshops

Fall workshops will be available for fellows to become familiar with the concept of a teaching portfolio, to view sample teaching portfolios, and to learn effective strategies for writing a teaching philosophy statement. We *highly recommend* that you attend the "Creating Your Teaching Portfolio" and "Writing Your Teaching Philosophy Statement" sessions.

Creating Your Teaching Portfolio Workshop
Will you be going on the job market for an academic teaching position? Perhaps you have begun putting together a teaching portfolio or are just interested in getting started with your portfolio for interviewing… Not sure about where to start or would you like more information about teaching portfolios? This informal workshop will give a brief overview of concepts, discuss items for inclusion, and help you get started in this reflective process. Many examples will also be reviewed so that participants are able to have a hands-on review of multiple teaching portfolios.

Writing Your Teaching Philosophy Workshop
Creating a succinct, reflective statement about how you view teaching can be a challenging task. Your teaching philosophy statement should demonstrate why you teach the way you do and provide a snapshot of what your teaching style looks like in the classroom. But how do you do that? Join us for a hands-on experience as we think through constructing an effective statement of your philosophy of teaching.

- We will also offer a "**hands-on" teaching philosophy workshop**, in which you will have the opportunity to work on a draft of your document with peers and TEACH staff.

An additional session, "TEACH Fellow Portfolio Review," will be offered to allow fellows the opportunity to interact one-on-one with peers to discuss their portfolios. **All fellows are *required* to attend this session which will be offered at multiple times in November and December (TBA).**

> **TEACH Fellow Portfolio Review Workshop**
> In this session, TEACH Fellows and TEACH staff will work collaboratively to review the progress of your teaching portfolio and give input about development ideas. This is a great opportunity to get feedback about your portfolio and this workshop is scheduled to help you prepare for the upcoming portfolio due date. Bring your portfolio in a draft form – whatever that may be – and plan to spend one-on-one time looking at your work with other members of the TEACH cohort.

Additional Resources

Not only will sample portfolios from past TEACH fellows be available for review during workshops, but they will also be available for review in the TEACH office. Additionally, the TEACH staff have several available resources to help you learn more about writing a teaching philosophy statement and creating a portfolio. The TEACH website contains links to many of those resources, and some resources are provided in subsequent pages of this handbook. Check with a TEACH consultant for more information.

Teaching Portfolio Submission

Teaching portfolios are due **Monday, December 19th, 2019**. We strongly recommend that you make a copy of the portfolio for your personal records. The TEACH staff will <u>not</u> return the portfolio submitted for final approval.

Upon submission of the teaching portfolio, a TEACH consultant will be assigned to evaluate it using the rubric provided in this handbook. **An overall rating of 3 or higher will fulfill program requirements.** The TEACH staff encourage the fellow to consider the suggested revisions offered by the evaluator and continue updating the portfolio in preparation for future job opportunities. **If the portfolio earns an overall rating of 2 or below, the fellow may be asked to revise and submit portions of or the entire portfolio for re-consideration**.

As one can see, numerous opportunities will be offered to assist the TEACH fellow in creating an effective teaching portfolio. We strongly recommend that you take advantage of these opportunities!

Teaching Portfolio Evaluation

Note: *The following is a sample rubric that the portfolio reviewers will use to evaluate each teaching portfolio. Please remember that the fellow must receive an overall rating of 3 or higher to meet program requirements.*

Detailed Ratings:	Poor	Fair	Good	Very Good	Excellent
Professional Appearance Are the font sizes, colorings, spacing, etc. consistent and do they aid the reader in processing the information? Is the portfolio free of grammatical and spelling errors? Is it readable and clean? Is the portfolio polished and ready for a job interview?	1	2	3	4	5
Organization Is the portfolio easily navigated? Do the sections have a logical flow? Does the reviewer have to search for content?	1	2	3	4	5
Teaching Philosophy Statement Is the teaching statement well-articulated? Is there evidence of the philosophy found throughout the portfolio? Does the philosophy give a "picture" of what the instructor is like in the classroom?	1	2	3	4	5
Evidence of Evaluation Did the instructor seek and provide a sampling of feedback from others (students, peers, faculty members) about his/her teaching? Is there evidence of willingness to change based on feedback from others?	1	2	3	4	5
Reflection Were reflective statements used throughout the document to make it self-explanatory? Are reflective statements used to give the reviewer insight into "why they do what they do"? Is the portfolio thoughtful and thorough, without being overwhelming?	1	2	3	4	5
Artifacts of Teaching Are there enough sample artifacts to provide a useful "snapshot" of teaching? Do they align with the teaching philosophy? Is there material included that seems irrelevant or like overkill? Is all of the material in the appendix (if applicable) referred to in the body of the portfolio? Are summary tables used when necessary (e.g. evaluations) to condense material and make it more readable?	1	2	3	4	5

Teaching Portfolio Contents

The following is not a comprehensive list of all the items that might be included in a teaching portfolio, but it provides the fellow with a general sampling of portfolio contents.

* = Required Component

Material from Oneself
- Statement of teaching responsibilities
  - "What" you are/have been responsible for teaching
  - Includes information such as course titles and numbers, average class size, required or elective, graduate or undergraduate, course level, majors/non-majors, etc.
- Statement of Teaching Philosophy*
- Representative course syllabi (*but not every syllabus you've ever used!*)
- Reflective syllabus* (see example on following pages)
- Description of curricular revisions, including new course projects, materials, and class assignments
- Steps taken to evaluate or improve one's teaching
- Reflective commentary throughout the portfolio to explain and elucidate the contents*
- Sample *selected* representative teaching artifacts, such as assignment descriptions, assessment tools, class activities, etc. *

Material from Others
- Statements from colleagues who have observed the instructor in the classroom
- Statements from colleagues who have reviewed the instructor's classroom materials, syllabi, and assignments
- Student course and teaching evaluation data/feedback*
  - Quantitative information usually represented by a chart or table
  - Provide commentary on important student feedback to indicate how you responded to the feedback (if at all)
- Distinguished teaching awards or other recognition

Products of Good Teaching
- Student pre/post scores before and after a course (de-identified)
- Statements by others on the quality of instruction
- Examples of graded student work along with instructor's comments as to why they were so graded (de-identified)

Teaching Philosophy Statement

The following are <u>suggested</u> questions that need to be answered in a quality teaching philosophy statement, according to N. V. N. Chism (1998). **You do not need to include these questions in his/her actual portfolio**, but you should use them as a tool to help you consider and write the philosophy statement. You may also work with your TEACH consultant if you have difficulty with this process. Again, we strongly encourage attendance at the "Writing Your Teaching Philosophy" workshop to assist in the writing process.

1. How do I think people learn best?
2. How do I facilitate that learning?
3. What goals do I have for my students?
4. Why do I teach the way that I do?
5. What do I do to implement these ideas about teaching and learning in the classroom?
6. Are these things working? How do I assess whether students meet the goals?

You should also consider the following when writing the teaching philosophy statement:

Do...
- be yourself;
- emphasize the "why" of what you do;
- provide details and examples
- write concisely;
- use present tense, in most cases; and
- get (at minimum) a second opinion.

Don't...
- rehash your vita;
- make empty statements about your teaching; or
- use technical terms specific to your discipline

For additional help with your teaching philosophy and more, see the resources below:

[Writing Your Teaching Philosophy by Dr. Allison Boye (](available on TLPDC website under Resources/White Papers)

Chism, N. V. N. (1998). Developing a philosophy of teaching statement. *Essays on Teaching Excellence 9*(3), 1-2. Professional and Organizational Development Network in Higher Education.

Sample Reflective Syllabi

The pages that follow include excerpts from 3 past TEACH Fellows' reflective syllabi. These are not complete syllabi, but looking at a few pages should give you an idea of the different kinds of reflection you might include in your own reflective syllabus, and the different ways you might format it. The TEACH office also has other sample syllabi and portfolios for your review upon request. Looking at a variety of models can be a great way to help you decide what you want to do with your portfolio, and we highly recommend it!

Teaching Portfolio

Reflective Syllabus for PFP 2310: Technological Applications in PFP

After my first semester of teaching, I decided to revise my syllabus quite dramatically. The following includes all the revisions I made, but I have not yet used it to guide a class. I look forward to using it next semester to see how well my changes lead to improved outcomes.

PFP 2310
Technological Applications in PFP: Non-Majors

Professor:
Office:
Email: Use Blackboard for electronic communication
Office Hours: By appointment – let me know what I can do to help!
Office Phone: 742-5050 ext.239
Classroom: HS Computer Lab 306
Website: www.blackboard.ttu.edu

Required Text: *Microsoft Office 2007 - Volume 1.* (2009). 3rd edition, by Grauer, Hulett, Krebs, Lockley, Mulbery, & Scheeren. ISBN-13: 978-0-13-506250-0.

Brief Course Description: An introduction to computer software programs commonly used in personal finance. Primary focus is on the programs within the Microsoft Office 2007 Suite (including Word, Excel, PowerPoint, and Access) in addition to Quicken, a personal financial management program. Other programs may also be introduced.

Expected Learning Outcomes: The main objective for the course is two-fold: 1) to help the novice computer-user develop a greater proficiency, and 2) to help the more advanced computer user enhance his/her efficiency. Upon successful completion of this course, the student should be competent in the following areas:

- All Programs: efficient navigation of the programs and keyboard shortcuts; become more proficient at approaching new software programs

- Word: formatting and editing documents, creating tables, using citation and bibliography tools

- Excel: formatting and editing worksheets, organizing data, inputting formulas and functions (especially functions relating to time value of money concepts)

- PowerPoint: presentation organization, design, and enhancement

- Access: overview of databases, basic database creation, manipulation, formatting, and editing

- Quicken: creating an electronic personal financial management system and budget

My previous syllabus did not include expected learning outcomes. I soon realized how much I needed to establish learning outcomes in order to guide my vision of the course, not to mention the need to help students understand what they can expect to learn.

Blackboard: (www.blackboard.ttu.edu) Blackboard will serve as the electronic hub of the course. Students are responsible for making sure they can access Blackboard and for checking the site regularly for updated information. For assistance with Blackboard, consult the links under the "Login to Blackboard" button on the above website. For help resolving technical difficulties, contact TTU IT Help Central at (806) 742-HELP(4357), or online at www.ttu.edu/it4students.

I have not used Blackboard before, and I am excited to use it next semester. Because the course focuses on technological applications, it seems like a natural decision. I look forward to an easier venue to provide student's feedback on their electronically submitted assignments. It will also make it easier to keep all the course resources in one place where the students can access them when they need them.

Methods for Assessing Learning Outcomes: The methods for assessing the learning outcomes will involve chapter assignments, in-class reviews, exams, a ShortCourse project, and a final project.

Chapter Assignments (16 @ about 25 points each): Instructions and demonstrations for the chapter assignments will be given in class on Tuesdays, and Thursdays are open lab for students to work on their assignments. Chapter assignments will be submitted electronically through Blackboard. Chapter assignments will be penalized 10% per day they are late, for a maximum of two days. After two days, no assignments will be accepted, regardless of the reason. To compensate for unexpected emergencies, each student will receive one "gift" for the semester, where they can turn in a chapter assignment for up to two days late with no penalty. It is highly recommended that students save their gift for unexpected events. In order to apply your gift, add a comment stating your desire when you upload the chapter assignment.

Because of feedback I received this semester from my students, I want to structure the course next semester so that students can utilize the open lab time if it is beneficial to them, but that they are not required to come during open lab time. I also struggled with the late policy this semester. I had a teacher who used this gift approach, and I think it worked well.

In-class Reviews (8 @ 10 points each): At least ten in-class reviews will be given at the beginning of class on Tuesdays, although not every Tuesday will include an in-class review. Arriving late will greatly reduce the time allowed for completing in-class reviews, possibly resulting in a lower grade. The lowest two in-class reviews will be dropped in order to compensate for students being sick or needing to miss for other reasons.

I decided to implement in-class reviews instead of quizzes next semester. Students are less intimidated by reviews, even though they will largely serve the same purpose. I also want to use these reviews as an opportunity to increase student participation. I did some of that this semester, and it seemed to work well.

The flu season this semester was especially bad, so a lot of students missed class. I have tried to find a way to balance encouraging attendance while providing leniency when genuine illnesses and emergencies arise. I hope this approach accomplishes that.

Exams (2 @ 200 points each): Two mid-term exams will be given, consisting of a multiple-choice section and an in-class project section. Because an objective of the course is to learn how to use the programs efficiently, the exams will be timed. The first exam will provide students an opportunity to demonstrate their knowledge about Word and Excel. The second exam will focus on the skills developed while learning Access and PowerPoint. No make-up exams will be given; if a student misses an exam, the weight of that exam will be shifted to the other exam.

I lowered weighting of each exam from 25% to 20% of the overall grade. I feel like the chapter assignments needed to be weighted heavier since they require so much work, and that's where the bulk of the learning takes place. I also structured the exams so that they include more than multiple-choice questions. The in-class project provides students an opportunity to demonstrate that they know how to use the software programs beyond what is assessed in the multiple-choice questions.

ShortCourse Project (20 points): Students need to attend at least one ShortCourse offered through the ATLC at the library. The ShortCourse cannot cover one of the software programs we cover in class. Visit the website for more information (www.depts.ttu.edu/itts/training/shortcourses) about the available courses. To receive credit for attendance, students need to submit a Certificate of Attendance and write a 300-word response about what they learned. **Extra Credit Opportunity:** Attending additional ShortCourses will be worth up to 15 points extra credit per class. Students will need to submit the same information for each class attended to obtain extra credit (i.e. Certificate of Attendance and a 300-word response about what they learned). Students may attend up to three extra ShortCourses for extra credit. *The deadline for all ShortCourse credit is April 27, 2010.*

This semester the ShortCourses were only included as an extra credit option. The students who took advantage of it gave great reports of the courses. My intent in including this assignment is to encourage students to explore other software programs they may like to learn.

Final Project (100 points): Because the chapter assignments are guided, the final project will include a self-paced introduction to Quicken where the student can practice learning a new software program with less directed guidance. The final project also includes comprehensive components of the programs covered in the course, with an emphasis on relating the skills to personal finance.

The final project is designed to draw upon all the knowledge learned throughout the course and is included in the appendix. Because many jobs require students to learn new software programs, the students have an opportunity to explore Quicken on their own. If they need help, I am still available to assist them as they need it.

Sample Reflective Syllabus 2

Course Syllabi

Included below is the course syllabus, followed by the course schedule, which I developed and used in my Spanish 4303 – Advanced Conversation class during the Fall 2010 semester. The text of the syllabus is in its original format. The comments within the blue boxes contain my thoughts while creating the syllabus; the remarks in orange, reflect some of the things that I observed and learned throughout the semester. They also include comments about changes I may make in the future.

Please see the first Appendix to this Teaching Portfolio for additional syllabi used in the courses I have taught.

Motives

Reflections

During the Fall 2010 semester, I was assigned to teach for the first time Spanish 4303. I was responsible for developing the course content, selecting the texts, and creating all lessons and assessments.

I am so grateful to have had the opportunity to teach Spanish 4303. The students were very bright, creative, and motivated. I was overjoyed to watch them learn, grow, and improve their communicative abilities in Spanish throughout the semester. Also, I again have no doubt that I learned as much from the course as my students did. The experience was wonderfully rewarding.

Spanish 4303
Advanced Conversation
Fall 2010

BASIC INFORMATION

Class Location and Times: MWF 12:00-12:50 p.m., Foreign Languages Building 116

Instructor Information:

Name:
Office Hours: Wednesdays from 4:50-5:55 p.m., Fridays from 10:55-11:55 a.m., or by appointment.
Office: Foreign Languages Building
Phone:
E-mail:

Course Description:

This course will be conducted primarily in Spanish.

Catalog Description:

Spanish 4303 – Advanced Conversation is a course designed to enhance the development of conversational skills for students who have completed required work in grammar or composition. No student who has graduated from a secondary school (junior high or high school level) in a Spanish-speaking country may receive credit for this course.

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In concordance with the methodology of Communicative Language Teaching, interaction in the target language is essential for learning.

The main purpose of this course is to provide the context and opportunities to improve your Spanish language through speaking, listening, reading and writing. This course will provide you the opportunity to enhance your oral skills by communicating in different situations with your classmates.

Be aware that in-class discussion will be conducted in Spanish. The content and pace of this course are based on the assumption that you have formally studied Spanish at some point in the past and you are able to communicate with others using complete sentences in Spanish.

The topics that will be covered in class on a given day are indicated in the course schedule. It is important to come to class prepared. Remember that the responsibility for your learning rests with you. Learning another language requires skills, hard work as well as good organization. Common sense tells us that the more time you spend with the language outside class, the better your in-class performance will be. The most productive way to study Spanish is to spend time on it every day, do not cram for exams or major assignments. In general, you should keep going back to the material you have already learned to keep it fresh in your mind.

Plastic arts, music, as well as philosophical, historical, scientific, and literary texts, presented in multimedia settings, will provide the basis for learning activities and projects. Students will be given the opportunity to develop critical thinking and to strengthen their communicational skills through collaborative and interactive assignments—e.g., group presentations, class discussions, scenery recreations, essays—. Students will have to do research in the targeted language, articulate new concepts and theories in the form of oral and written presentations, and provide critical arguments to rhetorically defend their position.

Additional Description:

Language considerations that we need to keep in mind:

Language consists of both formal and informal aspects. Spoken language is generally more informal, is more frequently characterized by the use of colloquialisms and idiomatic expressions, and pays less attention to the formal rules of grammar. We all use different forms of discourse in different situations. In this course, we want to understand the differences between regional usage of Spanish and the standard grammatically correct forms.

No one form of a language is superior to any other. There are different forms of the same language, but one isn't better than the other.

As students learn a new language, they can at times feel confused by the many variations which exist. By emphasizing dialectal differences early on, students may find the diversity fascinating rather than frustrating.

In practice, this method can be challenging, but in this class it worked very well as the students were highly motivated to improve their abilities to communicate in Spanish.

On the first day of class, we brainstormed and compiled a list of all of the different words in English which can be used to describe a soft drink: a soda, a pop, a Coke, etc. We then did the same activity in Spanish and came up with words such as *refresco, agua, gaseosa,* and so on.

Together, we recognized that Spanish, like English, is filled with variety and that that is interesting.

This concept was revisited several times throughout the semester.

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Expected Learning Outcomes:

The students will be able to develop their oral fluency, conversational and listening skills in Spanish.

Assessment: The students will use Spanish in all communicative exchanges in the classroom. They will be able to ask and answer questions and participate in predictable and concrete exchanges in Spanish. The oral ability of the students will be assessed through oral presentations, oral interviews and active participation.

The students will reach fluency reading and writing in Spanish

Assessment: The students will read and analyze texts (such as articles, essays, poems and short stories) and respond to them orally and in writing. They will acquire knowledge of the Spanish culture through the readings. The reading fluency will be assessed through regular homework that includes exercises from the textbook, lists of vocabulary and various in-class writing assignments. The students will write several short essays and compositions showing evidence of control of syntax.

The students will be able to express, negotiate and interpret meaning in Spanish

Assessment: The students will participate in several communicative exchanges such as interviews, oral presentations and a role play.

Prerequisites: Either Spanish 3303 or Spanish 3343.

Required texts and supplies:

1.) Tuten D., Caycedo Garner L., Esterrich C. Fuentes: Lectura y redacción. 4th edition. Boston: Heinle Cengage Learning, 2011. In this course, students will study Chapters 10, 11, and 12 only. Although the entire textbook is available at the university bookstore, among other locations, students may elect to purchase the three required chapters individually from the publisher's website, http://www.cengage.com/custom.
Each student must bring a printed copy of the materials to every class period.

2.) The Spanish 4303.001 _____ Advanced Conversation Course Pack
Course packs are available at the Copy Outlet store, located at 2402 Broadway in Lubbock, Texas.
As an alternative, students may request a course reading list and purchase the required materials individually.

Although the primary focus of this course was on improving speaking and listening abilities, several reading and writing assignments were included. By reading texts in Spanish, students are exposed to new vocabulary and their understanding of grammatical structures is reinforced. Through writing, students are given additional time to express themselves and their thoughts more clearly. This results in a deeper understanding of the language, which in time, is carried over to the conversational realm of language learning.

The students read almost daily and were assigned several writing assignments throughout the semester, ranging from ½ page to 4 pages in length.

After writing about a topic and employing the new vocabulary in their essays, the students were more confident when discussing the topics and were able to engage in more sophisticated and enjoyable conversations.

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Each student must bring a printed copy of the materials to every class period.

3.) A Spanish/English or English/Spanish Dictionary
Each student must bring a dictionary to every class period.

Internet resources:

This course will utilize the Blackboard system. Students who are unfamiliar with Blackboard are responsible for contacting the instructor to arrange for instruction in this system. Links to relevant internet resources, a list of recommended texts, the course schedule, and the syllabus can be found on the Spanish 4303.001 Blackboard page.

COURSE REQUIREMENTS AND POLICIES

Course Requirements:

This advanced course will expect students to actively engage in class discussions and activities. Students will be expected to speak only Spanish during class time, and will be responsible for the preparation of both in-class and outside assignments. A general course schedule with the topics and assignments will be available from the first day, and students will also be given specific assignments to prepare during class meetings. Students will be expected to attend class daily and to arrive on time; participation and attendance are imperative because of the accelerated pace of the course. Students will be also responsible for maintaining a polite and cordial attitude towards classmates and the professor in order to create a positive learning environment.

Course Schedule:

A course schedule containing the class themes, required reading assignments, and the dates of the examinations and presentations will be provided to all students on the first day of class. Note: *The instructor reserves the right to change the course schedule and/or assignments based on new materials, class discussions, or other pedagogical objectives. Students will be informed of all changes during class time and via the course Blackboard page.*

Grading:

The expected learning outcomes for the course will be assessed through a series of assessment tools: pop quizzes, classroom discussions, one oral midterm examination, one oral comprehensive final examination, several short compositions in Spanish, one group video presentation and one individual formal presentation on a specific cultural aspect of the Hispanic World. Your participation will be assessed based on your performance in the course

Blackboard is a software program used by the university which enables instructors to develop a private webpage for their course. This is an excellent way to share information with students. It also allows the students to not only communicate with the instructor, but also with each other.

Creating my Blackboard webpage was very simple and I used it throughout the semester by posting assignments, PowerPoint presentations, videos, and links to relevant websites.

The students seemed to appreciate this resource and used it often.

I definitely plan to use Blackboard, or a similar technology, again in future courses.

Reflective Syllabi

MCOM 3380 Research Methods

Class Times: Tues & Thurs 8:00-9:30 am
Location: MCOM 104
Office Hours: W 12:00-1:30; T&R 9:30-11:30; Other times by appointment
Instructor:
E-mail:
Phone:
Office #:
Required Text: Mass Media Research: An Introduction (9th ed.);
                 Roger D. Wimmer & Joseph R. Dominick; ISBN-13: 978-1439082744

Course Description

Prerequisites: Must have at least sophomore standing and MATH 2300 or 2345 with a grade of C or higher. Comprehensive overview of mass communications research focusing on planning, designing, conducting, analyzing, interpreting, and applying research to address communication issues and problems.

> *The course requirements and expected learning outcomes/assessments are taken from the departmental curriculum and assessments. In the past, I have typically used the wording from the department chair's syllabus to ensure I cover the required elements.*

Course Requirements & Expected Learning Outcomes/Assessments

- Students are expected to read all class materials before they are discussed in lecture.
- Students should attend all class sessions and take notes from lectures, guest speakers, video presentations, audio presentations and any other classroom activity.
- Class participation is an important aspect of MCOM 3380. Students should come to class prepared to discuss issues related to mass communication research.

EXPECTED LEARNING OUTCOMES	METHODS OF ASSESSMENT
Students will be able to select appropriate quantitative research methodologies for use in advertising, broadcasting, journalism, and public relations. These methodologies include, but are not limited to, experimental, survey, and content analysis.	Class discussions and instructor interviews. Research Methods Project; Examinations
Students will be able to describe basic approaches to qualitative research used in advertising, broadcasting, and public relations. These methodologies include, but are not limited to historical, case critical, and legal analyses.	Class discussions and instructor interviews In-class quizzes; Examinations
Students will be able to identify and critique research questions and hypotheses.	Class discussions and instructor interviews. Research Methods Project; In-class quizzes Examinations
Students will be able to identify appropriate systems of data analysis.	Class discussions and instructor interviews. Examinations
Students will have experienced data collection techniques and problems. .	Research Methods Project

Attendance Policy

The purpose of this class is to prepare students for a possible career in the world of communications. Because of this, class attendance will be required as it is in a real business. Students will be given three absences without penalty to use over the course of the semester. Just as an employee is allowed a certain number of absences within a work year, students can use these absences as they see fit. They may be used for illness, university activities, funerals, weddings, or for any other activities Students must be wise enough to "spend" the three absences wisely. After three absences, a student's final grade will be lowered by ten points (one grade level) for each absence beyond three.

Students who miss a class must obtain course materials on their own. Assignment due dates must be kept whether or not the student is present and quizzes may not be made up. An absence is defined as not being present at the time roll is taken. Students who arrive less than 15 minutes late to class are responsible for making sure their attendance is recorded after the class is dismissed, but before the instructor leaves the classroom. Students more than 15 minutes late or students who leave class early—without prior permission from the instructor—will be considered an absence. Make every effort to contact the instructor prior to an absence.

All students will be required to choose a specific seat for the semester and roll will be taken using that seat assignment each day through three methods: 1) Student signature 2) Observation & 3) Attendance counts. Anyone who signs in another student not in attendance will receive an automatic absence and will be considered to be in violation of academic integrity and civility in the classroom.

> *My attendance policy was adapted from a previous department chair's syllabus when I first started teaching. Since I was new to the profession, I took this more restricted approach. I discovered while it does require attendance, it does not guarantee learning and its punitive nature may even detract from learning objectives. I intend to try out a system to award instead of punish attendance.*

Office Hours

Office hours are designated for coursework corrections, academic and career advising. Any student who cannot meet during posted office hours may schedule an appointment by contacting the instructor via e-mail or telephone.

> *The following sections are taken from the operating procedures as directed by Texas Tech University.*

Americans with Disabilities Act

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Observance of a Religious Holy Day

Texas House Bill 256 requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. No prior notification of the instructor is required. Students must, however, provide notification of holy day observance to the instructor in the form of an e-mail or telephone call before returning to class following the holy day.

Academic Honesty

The following statement can be found on p. 49 of the Texas Tech University Catalog: "It is the aim of the faculty at Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension." Students engaging in any form of academic dishonesty will receive an "F" for the course.

Ombudsman for Students

The Ombudsman for Students is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombudsman in 237 Student Union Building or call 742-4791.

Civility Policy

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spend in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

Distractive behavior includes but is not limited to: The use of cell phones, texting, using social media (such as Facebook, MySpace, Twitter etc.), emailing during class time, non-class related activities, non-class related discussions with other students, being late to class or leaving early without consent of instructor. Laptops are not allowed without prior consent of instructor.

The purpose of not allowing laptops was originally intended to keep students from surfing the Internet or using social media websites and distracting other students. I have found in this increasingly digital age the use of laptops for note-taking is becoming more common. I may change the policy to note the privilege of using laptops may be revoked if they are found to be a distraction to others.

Deadline Policy

You are expected to have the assigned readings and any assignments that are due completed before the beginning of class. In addition to the required text, additional readings may be assigned on a regular basis. The written work you hand in for this class is expected to be of professional quality. Grammar and mechanics count. Proofread your work carefully. All work should be submitted by the end of the class period on the due date. Any assignment turned in later than the deadline will receive a zero.

For reasons I can't explain, my policy for retaking tests was excluded in this syllabus! It is normally included in my course material and it will be included next semester!

Material Content Policy

Students should provide thoughtful and factual information on tests and written assignments. Factual errors will result in grade reduction. All materials produced MCOM 3380 must be created/developed during the current semester for this particular course.

TEACH Project –
New Course Design/Course Redesign

Project Parameters

By the end of the Spring semester, each TEACH Fellow will complete a teaching and learning project involving the detailed design of a new course or significant redesign of an existing course. Curriculum design will be an important part of the work you might do as a faculty member, so this project should benefit you on multiple levels. Designing a new course is a great opportunity to explore a personal scholarly interest, fill a gap in your department, or add to your CV for the job market! This could become a course you get to implement now, or one you might implement in the future. It could be an excellent addition to your future teaching portfolio as well, and the process will help you build skills that you will need for years to come.

Remember, this project will first be outlined in the Portfolio and Project Proposal submitted during the fall semester (see earlier section on *Portfolio and Project Proposal*, pg. 18). For the purposes of your TEACH Project, this will be *more than just writing a new syllabus*. However, it also does not need to be a fully-developed portfolio complete with all lesson plans; this is just the first look at a course that has inspired you and that you can fully flesh out later.

Your completed project will be due **Monday, May 4th, 2020.**

Selecting a Course

There are many considerations to make when selecting the course you will design or redesign. Here are a few questions you might ask yourself:

- If you could teach any college-level course in the world, what would that be? What is your "dream course?"
- Is there an important course in your discipline that you feel would be a beneficial addition to your department? Is there a gap that needs to be filled?
- Is there a particular course that is in high demand in your field that you have not taught previously?
- Is there an existing course in your department that you feel could be improved or re-envisioned somehow? (*If you choose this route, it is suggested that you first speak with faculty in your department, especially if you hope to propose any changes officially.*)
- If you were asked to teach a specialty course involving your area of research, what would that look like?
- Is there a course that would work well or benefit your department by being offered as an online or hybrid course? (*Again, please seek approval from your department should you desire to offer your course officially as an online option.*)

What to Turn In

- **Required Elements: *These are a Must!***
    - *An enriched or reflective syllabus for the course*. This should include thoughtful commentary throughout that explains the decisions you are making regarding course policies, assignments, reading selections, schedule, etc. And don't forget the learning objectives!

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- *An abstract/overview of the course.* This should address the **context** and **rationale** for the course you are designing: Why did you select this topic? What need might it fill? What kind of students are you designing it for? Etc…

- *Reflection and Commentary*
  - Include detailed commentary for readers throughout your project that explains why you have made certain decisions in the course design process.
  - Include a description of your process for designing the course and reflection on that process. What did you learn while completing this project and going through this process? How has this project enhanced or influenced your teaching, and how might it help you prepare for a faculty position? (This doesn't have to be incredibly long! 2 – 3 pages should suffice.)

- **Suggested Elements:** *Please select a <u>minimum of 4 items</u> from the list below, in addition to those listed above. Please note that most of the items on this list can (and should) include reflective commentary.*

  - **2 -3** Sample detailed assignment descriptions
  - A selection of **2 – 3** sample detailed lesson plans with commentary
  - Sample PowerPoint slides for a lecture along with lecture notes and commentary
  - **2-3** Sample quizzes and/or exams
  - An overview of research related to the topic of the course or the course itself. (For instance, are there new developments in the field? Or is this course taught at other institutions, and how?)
  - **2-3** Sample class activities
  - Assessment plans to measure student response to the new course
  - A recording of a sample lecture
  - *If you have other ideas for elements to include, that's great! Visit with your consultant about additions or substitutions.*

Additional Considerations and Requirements for Course Redesign Projects

If you elect to take on a course redesign as your TEACH project (rather than a "new" course design), what follows are some requirements you should bear in mind.

- You must make ***substantial* changes** to the existing course. In other words, you are doing more than simply making some tweaks to the syllabus, course schedule, or assignments. Your redesign should be noticeably different in approach, focus, and/or content. Readers should not have to guess about what is different or new about your version, and **the workload for a redesign should be equivalent** to that of a new course design.

- In the body of your project, you should include a document that articulates and contextualizes your **rationale** for redesigning the course as well as the **innovation** you are bringing to the redesign. (For instance, are you taking a traditionally lecture-based, exam-based course and introducing application-based assignments or a problem-based learning model? Are you re-envisioning the course through the

lens of service learning? Are you using a different theoretical model to frame the course content? And so on…)

- **Include the "old" version** of the course syllabus, assignments, etc. (within reason) in your project to help distinguish and emphasize the changes you have made. You may choose if you would prefer to include these in an appendix or in tandem with the new versions. Just make sure it's clear which version is "old" and which is "new!"

- Use your **commentary and reflection** throughout the document to similarly highlight those changes and offer rationale for your decisions (just as you did in your teaching portfolio).

- Be mindful **not to disparage the existing course** in your commentary and general redesign process. Just because you have decided to revise the course does not mean it's a good idea to insult the original design (especially if others who might read this beyond the TEACH Program – those who may have had a hand in the original course, or whose courses might bear some resemblance to it – could be alienated or offended!)

- Some components specific to redesigns that you might consider including are:
  - An overview or selection of student feedback regarding the original version of the course, and how your course revision will address that feedback.

  - Information or research regarding how your redesign will better prepare students for future coursework, future jobs or accreditation practices, new requirements or needs within the discipline/field, etc.

  - Research on how similar courses are designed or conducted at other comparable institutions, and how your redesign will bring the existing course into better alignment with those.

The bottom line is this: you should essentially **approach your redesign as a brand new course design!** While you may *not* necessarily be "starting from scratch," you should be generating enough new material and ideas so that the overall process is similar.

Expected Time Considerations
Most TEACH Fellows begin to develop their projects early in the program and at the very least, outline a plan of completion. You will begin this planning process in your Portfolio and Project Proposal in the Fall. Please plan for your TEACH Project to take between **20-30 hours** to complete.

Examples of past New Course Design/Course Redesign projects are available for review. Visit with any member of the TEACH staff to set up a time to see some of these sample projects.

Piggy-backed Projects
Occasionally, TEACH Fellows wish to complete a project that is related to or "piggy-backed" onto another project they are working on (e.g., using their TEACH project to elaborate on an assignment from a graduate course or from their teaching assistantship). Any TEACH fellow wishing to do this must receive approval from the TEACH staff early in the program; the piggy-backed project, upon approval, will still

require a significant amount of work, and should be considerably more thorough and detailed. Please talk with a TEACH consultant for more information about this policy.

Other Project Ideas

If you have an idea for a different type of project, you must first seek approval from the TEACH staff. Please visit with your consultant about any additional ideas you might have and potential requirements for completion.

Project Evaluation – New Course Design/Course Redesign

Please consider the following criteria when completing your project.

CRITERIA	1	2	3	4	5
	Poor	Fair	Good	Very Good	Excellent
Presentation and Professionalism ▪ *Is the project well-organized, polished, and professional in appearance?* ▪ *Does the project demonstrate high-quality writing and clarity?* ▪ *Is the language/tone student-centered and positive?*					
Clarity and Context • *Are the goals/objectives of the course clear and relevant?* • *Is sufficient rationale and context for the creation of the course provided?* • *If a course redesign, is it apparent what new approach or perspective the designer is applying to the course, and is it clear what substantive changes have been made?*					
Thoroughness and Development ▪ *Does the project include **all** required elements and the required number of suggested elements?* ▪ *Is the course logical in flow and learner-centered in design & tone?* ▪ *Does the project thoughtfully and thoroughly present each of the included elements?* ▪ *Does it provide a clear picture of the overall goals and design of the course?* ▪ *Are sufficient artifacts, such as assignments, sample lesson plans, etc., included to provide a clear sense of the course as a whole?*					
Reflection/Rationale ▪ *Was sufficient reflective commentary provided throughout the project and its components?* ▪ *Is the rationale for each of the included artifacts clear?* ▪ *Does the commentary give the reviewer insight into why the author has made certain decisions in this curricular design?*					

Project Workshops

Spring workshops will be available for fellows to become familiar with the concept of a course design/re-design, to view sample teaching projects, and to learn effective strategies for writing learning objectives. We *highly recommend* that you attend the "Writing Learning Outcomes" and "Creating an Effective Syllabus" sessions if you have not already done so.

Creating an Effective Syllabus
This session will introduce you to the process of writing an effective course syllabus. "The syllabus is typically your students' first real introduction to your course, greeting them with the pertinent details regarding what to expect from the course, and what the course might expect from them. It can set the tone for the entire semester…"
See also: -Dr. Allison Boye, *How Do I Create an Effective Syllabus?*

Writing Learning Outcomes
Learning outcomes are precise, actionable statements designed to provide the instructor and students with a method of measuring gains in learning. Well-crafted statements are most often rooted by action verbs and should specify the intended learning outcome which will aid the student and instructor in assessing the level of content mastery gained by students after instruction. This session will focus on best practices in crafting these critical statements.

An additional session, "TEACH Fellow Project Review," will be offered to allow fellows the opportunity to interact one-on-one with peers to discuss their portfolios. **All fellows are *required* to attend this session which will be offered at multiple times in April and May (TBD)**.

TEACH Fellow Project Review Workshop
In this session, TEACH Fellows and TEACH staff will work collaboratively to review the progress of your teaching project and give input about development ideas. This is a great opportunity to get feedback about your project and this workshop is scheduled to help you prepare for the upcoming project due date. Bring your project in a draft form – whatever that may be – and plan to spend one-on-one time looking at your work with other members of the TEACH cohort.

Additional Resources

Not only will sample projects from past TEACH fellows be available for review during workshops, but they will also be available for review in the TEACH office. Additionally, the TEACH staff have several available resources to help the fellow learn more about writing effective learning outcomes/objectives and creating a syllabus. The TEACH website contains links to many of those resources, and some resources are provided in subsequent pages of this handbook. Check with a TEACH consultant for more information.

Project Progress Report

Each TEACH fellow is required to submit a detailed report summarizing the progress of his/her project midway through the spring semester. The progress report should be written in a brief 300 – 400 word format. While there is no specific format required, it is essential that the following elements be included in the report.

***The Project Progress Report is due Monday, February 24th, 2020 and should be sent to your TEACH Consultant.**

1. Introduction
Describe your New Course Design/Course Redesign project in detail. Why is it important? What is the motivation for your project? Briefly describe the goals of your project.

2. Completed Components
Outline the key steps for the project. What elements have you completed so far? If applicable, consider attaching any completed documents, such as the syllabus, to the Project Progress Report.

3. Remaining Components
Indicate what steps you have remaining to complete the project. What elements of your project are still in progress? What do you need to do to complete those elements? **Please include a timeline** outlining when you anticipate completing the unfinished aspects of your project.

4. References
 If applicable, please include a list of outside sources related to and supportive of your TEACH Project.

Final Reflection Paper

At the end of the Spring semester, upon completion of all Program components, Fellows will be asked to submit a Final Reflection document. This activity is meant to serve as a capstone for the entire year, giving you the opportunity to synthesize your multitude of TEACH Program experiences. This document is due **Monday, May 11th.** *See below for a more detailed description and prompts.*

PURPOSE:
This final activity is intended to serve as a capstone to your TEACH experience this year that will help demonstrate your involvement in the program and your resulting growth. This should help you synthesize your experiences, as well as help us gather information about how our Fellows respond to the program!

TASK:

Please respond in writing --in a Word document, please -- to the following prompts (see "Primary Prompts" below). Obviously, your response can/should discuss your teaching, but it's also ok if you want to reflect on other things you have learned during the program that might relate to other aspects of your life and work.

Your response can be informal in tone and style (although organization and generally good writing mechanics would be appreciated!), but your reflection should be thoughtful and rich!

Aim for a response between 1500 and 2000 words as you address the following questions, and please be sure to include 2 or more examples from specific program experiences to help develop your ideas.

Here are some experiences you might include in your reflection (though there might be others as well that aren't listed here, but were meaningful for you!):

- *Recorded classroom observation & feedback*
- *Meetings/conversations/relationships with consultants*
- *Instructional Diagnosis*
- *Teaching & learning workshops*
- *Peer observations/ peer groups*
- *Teaching portfolio*
- *Course design project*

PRIMARY PROMPTS

1. **How have you grown or changed over the course of this year with the TEACH Program?**
2. **What have you learned about yourself and/or your teaching?**
3. **What ideas/practices/lessons do you think you will take with you into the future?**

As you respond to these prompts, you might think about and/or respond to some of the following.

(**PLEASE NOTE: You are **NOT required** *to respond to these , although you are welcome to do so! They are merely meant to help you reflect on your TEACH experiences as you consider and respond to the*

prompts above.)

- What do you feel was the most important thing you learned in the TEACH Program? What was the biggest "takeaway" or "ah-ha moment" for you?
- What have you already improved about your teaching, and what do you still want to work on?
- How have you shaped and refined your overall teaching philosophy (i.e., not necessarily your physical document, but your general approach to teaching) this year?
- How might you use certain things you learned or created during the TEACH Program as you enter the job market?

A Final Word on Successful TEACH Program Completion

As stated in the Overview of Expectations and Acceptance Contract, fellows who fail to comply with program expectations may forfeit their stipend and may be asked to leave the TEACH Program. To complete the TEACH Program, you must fulfill *at a minimum* a substantive portion of <u>every</u> component listed in this manual. For example, you cannot simply skip all of your consultations in the fall, neglect your peer observations, or avoid submitting a Portfolio & Project Proposal and still maintain your TEACH Fellowship. We also expect you be an active and thoughtful participant in all components; you will get out of the program what you put into it, so we hope you will take advantage of this rare opportunity to focus and reflect on your teaching in substantive ways!