August, 2018

Dear TEACH Fellow,

Welcome to the 19th 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 has now 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
TLPDC Associate Director, Academic and Pedagogical Development
Teaching, Learning, and Professional Development Center
Texas Tech University

Table of Contents

2018 – 2019 TEACH Program Cohort

TEACH Fellow	Discipline	Email Address
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TEACH Staff Listing

Name	Title	Phone & Email
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TEACH Program 2018 – 2019 Tentative Due Dates

Friday, September 7	Have you registered for Fall workshops?
Friday, September 28	Have you scheduled your Fall peer observations?
Monday, October 8	***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 7	Minimum **8** workshop hours due
Monday, December 10	***Teaching Portfolio due***
Friday, January 18	Have you scheduled your Spring initial consultation yet?
Friday, January 25	Schedule Spring peer group observations. Have you signed up for your Spring workshops?
Monday, February 25	***Project Progress Report due***
Friday, March 29 – April 12	Have you completed your second videotaped observation and Instructional Diagnosis?
Friday, April 19	Have you completed your peer observation and scheduled the group meeting yet?
Friday, May 3	**16** Workshop hours (cumulative) due
Monday, May 6	***Project Due***
Friday, May 10	***Final Reflection 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.

TEACH Program 2018 – 2019
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 10th, 2018.**

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 6th, 2019**, 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!

TEACH Program Acceptance Contract

Please detach, sign, and return this portion to the TEACH offices located in the TLPDC as soon as possible, or if necessary, submit electronically to allison.p.boye@ttu.edu.

By signing below, I agree to join the TEACH Program for the 2018 – 2019 school year. I understand the expectations set forth in this document and agree to complete them, with active participation, in accordance with the standards of the TEACH staff, and I recognize the consequences for failing to comply with those expectations.

_____

NAME, Print

_____   _____

Signature   Date

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 and training in faculty and future-faculty 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 a minimum of 2 videotaped observations of the fellow's teaching
- conduct a minimum of 2 Instructional Diagnoses
- assist the fellow in determining what workshops to attend
- advise the fellow on portfolio and project development
- facilitate peer group meetings
- consult with fellows regarding any pedagogical or TEACH-related questions

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.***

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

- If a fellow has a question about his/her workshop hours, the fellow should contact his/her designated TEACH Consultant.

- If a fellow must cancel a workshop, he/she should 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. 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 fellows attend a variety of workshops as applicable to individual interest and need.
    - o 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 fellows have suggestions about workshops they would like offered, we are always interested in their feedback.

- **Fellows should please feel free to invite peers and colleagues to join them at any of these sessions.** If a fellow feels a TEACH-only workshop would interest members of his/her department, he/she should contact Suzanne Tapp, Allison Boye or a member of the TEACH staff to discuss this and arrangements can likely be made to include others.

Instructional Diagnosis

What is an Instructional Diagnosis?

- This is a method of getting anonymous feedback from students midway through the semester.
- A TEACH Consultant will visit the fellow's class, discussion section, or lab, and the instructor will leave the room.
- The consultant will elicit responses to three questions:

  - 1) What do you like most about the class?
  - 2) What do you like least?
  - 3) What suggestions do you have for the instructor?

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 the instructor enough time to respond to feedback from his/her students and incorporate changes.
- An Instructional Diagnosis too early in the semester does not allow enough time for the instructor to develop a rapport with his/her students.
- TEACH Fellows should look at their calendars early in the semester to schedule their Instructional Diagnosis so that the TEACH staff may better accommodate them.

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 end 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 the instructor a clearer idea of how his/her students feel about the class.

What happens during the consultation session?

- The fellow and the consultant will discuss the results of the interview.
- The consultant will help the fellow interpret the data collected from the students, and how and if he/she should implement changes.

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

Videotaped Teaching Observations

What can be videotaped?

Two videotaped teaching observations (based on discussion sections, laboratory sections, or courses the fellow is teaching for a full semester) are *required* for program completion. The first videotaping 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 videotaped teaching observation requirement.

The TEACH consultant will simply record the fellow's selected class session without interfering with its progress. The fellow need not, and should not, alter her/his 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 along with analysis to the fellow.

A TEACH fellow may be videotaped more than once per semester. 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 consultant will send the fellow a link to the recording, who should then watch it at a time and place of his/her choosing. Each videotaped class is subsequently discussed in a confidential session with a consultant. The staff member and the fellow together analyze specific teaching issues and focus on the recorded class, recognizing that there are many effective ways to teach. Videotaping allows teachers to experience their 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 the Fellow's specific request to do so.

Peer Groups and Observation

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 TEACH fellows will be grouped with other fellows with whom they can share their experiences and resources. Fellows can draw on each other's knowledge, opinions, successes and frustrations through informal discussions, observations, and workshops.

Part of the TEACH fellows' relationship with their 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!

Each semester, fellows will be required to observe the teaching of, and be observed by at least one member of their peer group, and provide an informal write-up in response to their peer observations using the guidelines provided here in the TEACH Program Manual (*please note: a bulleted list will not suffice*)**.** After the observations have taken place, fellows will meet with their TEACH consultant as well as with their peer group members and their respective consultants, and will engage in an informal and thoughtful discussion of their observations. 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.***

** Coordinating multiple calendars for a group meeting can be challenging, as you know. We recommend you try using **Doodle Calendars** to help with the task: http://doodle.com/

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.* 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. 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 observation.***

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 **<u>self</u>**-reflection!*

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 suggestions or 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 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 the fellows and 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:

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

Project – New Course Design/Course Redesign:

- a brief project proposal with identified goals, objectives, and rationale
- an estimated timeline for the project
- documents to illustrate various elements of the project, as appropriate or available

The Portfolio & Project Proposal is due on **Monday, October 8th, 2018.**

* 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).

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 which highlights the 5-6 most important components in the teaching portfolio;
- a narrative describing the fellow's philosophy of teaching;
- relevant support, such as syllabi, reading lists, handouts, quizzes, exams;
- reflective statements, not limited to a reflective syllabus;
- evidence of evaluation, such as classroom assessment techniques or feedback from students, peers, or faculty about his/her teaching;
- future teaching goals; and
- 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. Please visit the TLPDC Event Calendar for dates and times.

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 likely 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.** Please visit the TLPDC Event Calendar for dates and times.

> **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 the fellow 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.

- Each semester, the TEACH Program will also schedule several **"Teaching Portfolio Office Hours" (Fall) and "TEACH Project Office Hours" (Spring)** during which you may drop in on a come-and-go basis to review a selection of portfolios and projects from past Fellows and visit with TEACH Consultants. You may attend as many as you would like and stay for as long or as briefly as you would like, though ***these do not count towards your required workshop hours.*** You may also schedule a private appointment to review portfolios or projects. Please visit with your TEACH Consultant to do this.

Portfolio Submission

Teaching portfolios are due **Monday, December 10th, 2018**. We strongly recommend that fellows make a copy of the portfolio for their 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 it 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
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.*

TEACH Fellow's Name: _____

Evaluator's Name: _____

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 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? Did the philosophy give a "picture" of what the instructor is like in the classroom?	1	2	3	4	5
Evidence of Evaluation Does the instructor use classroom assessment techniques? Did the instructor seek 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
Appendices Is all of the material in the appendix referred to in the body of the portfolio? Is there material included in the appendices that seems irrelevant or like overkill? Are summary tables used when necessary (e.g. evaluations) to condense the size of the appendices?	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***

Products of Good Teaching
- Student pre/post scores before and after a course
- Student essays, creative work, field-work reports
- 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

Material from Oneself
- Statement of teaching responsibilities
- A Statement of Teaching Philosophy*
- Representative course syllabi
- 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*

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*
- Invitations to present a paper at a conference on teaching one's discipline or on teaching in general
- Distinguished teaching awards or other recognition

Below, you will find some additional suggestions for inclusion in the teaching portfolio, as well as some specific questions that they might address in each of those sections.

Statement of teaching responsibilities
- "What" the fellow is responsible for teaching
- Very specific – sets the stage for what follows in the portfolio

- Includes information such as course titles and numbers, average class size, required or elective, graduate or undergraduate, any advising responsibilities or theses committees
- Should be approximately 1- 2 paragraphs long

Reflective statement on the way each course was taught and why
- "How" the fellow carries out his/her responsibilities
- Includes detailed objectives, methodologies and strategies for meeting their responsibilities in each of the courses they teach
- Should be approximately 2-2 ½ pages long

Student evaluation ratings and student feedback
- Quantitative information usually represented by a chart or table
- If the portfolio is for interview purposes, it would be helpful to know which questions committees pay attention to at that particular institution
- Consider providing commentary on important student feedback to indicate how you responded to the feedback (if at all)

Representative Course Syllabi
- "Enriched" syllabi with reflection about teaching methodology and explanation of why the methodology is used.
- List expectations for student learning
- Also, consider adding a paragraph regarding course rationale (why x is taught, why x is important…)

Description of curricular revisions including new course projects, materials, assignments
- How has your teaching evolved?
- How has student learning evolved in the fellow's classes?

Products of teaching
- Samples of student work (get their permission to include these)

Efforts to improve teaching
- How are you applying what you have learned?

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). **The fellow does not need to include these questions in his/her actual portfolio**, but the fellow should use them as a tool to help him/her consider and write the philosophy statement. The fellow should work with his/her TEACH consultant if he/she has 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 people learn?
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? Do my students meet the goals?
7. How do I know they are working?
8. What are my future goals for growth as a teacher?

The fellow might also want to 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 sample pages 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!

Sample Reflective Syllabus 1

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.

<div align="center">

PFP 2310
Technological Applications in PFP: Non-Majors
Spring 2010

</div>

Professor:
Office: HS 272
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.

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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.

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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.

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.

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.

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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.

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 <u>reading and writing</u> 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-Arneson 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.

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Reflective Syllabi

MCOM 3380 Research Methods Fall 2010

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 6th, 2019.**

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!

  - *An abstract/overview of the course.* This should address the context 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.* 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 – 5 pages should suffice.)
    - *This element could be included as a reflective "chapter" or summary, and/or as comments woven throughout your project.*

- **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.*

  - Sample detailed assignment descriptions

  - A selection of 2 – 3 sample lesson plans with commentary

  - Sample PowerPoint slides for a lecture

  - 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 lab or class activities

  - Assessment plans to measure student response to the new course

o   A videotape of a sample lecture

  o   *If you have other ideas for elements to include, that's great! Visit with your consultant about additions or substitutions.*

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.

	Poor	Fair	Good	Very Good	Excellent
Presentation ▪ *Is the project well-organized, polished, and professional in appearance?* ▪ *Does the project demonstrate high-quality writing and clarity?*	1	2	3	4	5
Course Syllabus ▪ *Does the syllabus include specific and measurable "Expected Learning Outcomes?"* ▪ *Is there clarity among its various components (e.g. course information, class schedule, instructor policies, grading procedures, assessment etc.)?* ▪ *Is the language in the syllabus student-centered and positive in tone?* ▪ *Does the syllabus contain reflective statements providing insight into decisions made regarding the design/redesign of the course and syllabus?*	1	2	3	4	5
Thoroughness and Development ▪ *Does the project include all required elements and the required number of suggested elements?* ▪ *Does the project provide sufficient context for the course?* ▪ *Is the course logical in flow and learner-centered in design?* ▪ *Does the project thoughtfully and thoroughly address each of the included elements?* ▪ *Does it provide a clear picture of the overall goals and design of the course?*	1	2	3	4	5
Reflection/Rationale ▪ *Was sufficient reflective commentary provided throughout the project and its components?* ▪ *Is the rationale for the components clear?* ▪ *Does the commentary give the reviewer insight into why the author has made certain decisions in this curricular design?*	1	2	3	4	5
Assessment (if applicable) ▪ *If the course was implemented, does the project include some assessment of its effectiveness?* ▪ *Does the project address any future plans for revision or improvement?*	1	2	3	4	5

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 Objectives" and "Creating an Effective Syllabus" sessions. Please visit the TLPDC Event Calendar for dates and times.

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…"
>   -Dr. Allison Boye, _How Do I Create an Effective Syllabus?_

Writing Learning Objectives
Learning objectives are precise, actionable statements designed to provide the instructor and students with a method of measuring gains in learning. Well-crafted learning objectives 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**. Please visit the TLPDC Event Calendar for dates and times.

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 <u>Monday, February 25th, 2019</u> 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

At the end of the Spring semester, upon completion of all Program components, Fellows will be asked to submit a Final Reflection document. Specific prompts will be provided to which you will be asked to respond in writing. 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 need not be long – 2– 3 pages will suffice! This document is due **Friday, May 10th**.

Breakdown of TEACH Requirements

As stated in the Overview of Expectations and Acceptance Contract, fellows who fail to comply with at least 80%[1] of the program expectations may forfeit their stipend and may be asked to leave the TEACH Program. The following percentage breakdown is determined not by the importance of the activity, but by the time and effort required by the TEACH fellow to complete each activity. Completing essential elements for a given component, as described in the TEACH Manual, will earn full credit for that component.

FALL SEMESTER

Teaching Portfolio	35%
Workshops (8 hours by end of Fall semester*) *includes "TEACH Fellow Portfolio Review" workshop requirement	15%
Initial Consultation	5%
Peer Observation (observation, write-up, follow-up meeting)	15%
Videotaping and Follow-up Consultation	10%
Instructional Diagnosis and Follow-up Consultation	10%
Portfolio and Project Proposal	10%
Total	100%

SPRING SEMESTER

TEACH Project	35%
Workshops (minimum of 16 total hours by end of Spring semester) *includes "TEACH Fellow Project Review" workshop requirement	15%
Initial Consultation	5%
Peer Observation (observation, write-up, follow-up meeting)	15%
Videotaping and Follow-up Consultation	10%
Instructional Diagnosis and Follow-up Consultation	10%
Progress Report	5%
Final Reflection	5%
Total	100%

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[1] To complete the TEACH Program, you must fulfill at least a portion of every component. For example, you cannot simply skip all of your consultations in the fall or avoid submitting a Portfolio & Project Proposal and still maintain your TEACH Fellowship.