

Program Personnel*Director*

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Program Faculty & Teaching Mentors

Faculty from the UAMS College of Pharmacy, UAMS Academic Affairs, affiliated institutions, and other invited guest faculty participate in the Program's didactic curriculum, as Teaching Mentors, and as portfolio evaluators. Teaching Mentors will be assigned by the Program Director and distributed to participants at the Summer Seminar.

Program Support

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Additional materials may be found on the Program webpage: go.uams.edu/tcp

Program Overview

In its accreditation statements for pharmacy residency programs, the American Society of Health-System Pharmacists includes delivering effective education among the practice skills that should be taught during residency. Programs that promote the development of teaching skills are beneficial to all residents since teaching is a component of almost all pharmacy positions, and development in teaching abilities among prospective faculty is especially valued by colleges and schools of pharmacy. Additionally, development of teaching skills is beneficial to preceptors who teach students and residents.

Since 2005, the UAMS College of Pharmacy has enrolled nearly 300 participants in its year-long Teaching Certificate Program (TCP). While originally developed for pharmacy residents, the program is now offered to residents, fellows, graduate students, preceptors, and faculty from affiliated programs across Arkansas to encourage development of teaching abilities.

For more than a decade, this statewide program has commenced with a two-day Summer Seminar to acquaint participants with the program requirements, introduce fundamental teaching skills, and provide a venue for professional networking with participants and program faculty. Additional teaching skills development occurs at a Winter Seminar later in the year. Most importantly, the TCP allows for individualized development as participants set their own teaching-specific goals to accomplish during the program year. Longitudinal development occurs through self-directed participation in teaching activities and continuous reflection on progress. Teaching goals are achieved through participating in one-on-one, small group, and large group teaching environments including didactic and experiential pharmacy education, interprofessional education, and clinically-based teaching activities. Participants receive formal multidirectional feedback on teaching activities from faculty, peers, and learners. Finally, the participant's successful teaching development is reflected in a comprehensive online teaching portfolio submitted at the end of the program year.

Program Goal

The Program's goal is to promote and support the ongoing development of participants' teaching and assessment skills, helping them serve as effective educators to learners of all types, including students, professional colleagues, and patients/families. Activities in the Program are meant to be individualized according to the participant's identified areas of needed teaching-specific professional development.

Program Objectives

Through participation in the Program's didactic seminars and workshops, self-directed teaching experiences, and reflective learning, the participant will:

- Gain experience in delivering educational content using a diverse variety of methods
- Individualize teaching and assessment methods according to learning setting and audience
- Utilize effective assessment mechanisms to distinguish learners with varying content mastery
- Provide meaningful, regular, and consistent feedback to learners in a sensitive and constructive manner
- Articulate personal values, beliefs, and goals about teaching and learning into a written teaching philosophy
- Engage in targeted continuous professional development through goal-setting, reflection, and feedback

Program Cost

While the costs of developing and offering the TCP to its participants are substantial, these costs are supported by the UAMS Department of Pharmacy Practice to promote the educational mission of the College of Pharmacy. It is the Department's intention to support the development of the residents, preceptors, and faculty members who provide educational opportunities for our students and residents. The Program is offered free of charge to participants.

Program Timeline

Summer Seminar: July 16-17, 2018 (required)

Winter Seminar: November 28, 2018 (required, date tentative)

*Additional optional programming may be scheduled during the program year.

Program Deadlines:

- I. **Friday, August 24, 2018**: Statement of Teaching Goals
- II. **Monday, December 31, 2018**: Midpoint Self-Reflection, Teaching Philosophy Outline/Draft
- III. **Wednesday, May 1, 2019**: Submit the following information:
 - A. Completed portfolio website link
 - B. Your name, exactly as you wish it to appear on your teaching certificate, including degrees & designations
 - C. Your post-residency plans, such as PGY2 or accepted employment (please include institution, city, and state)
 - D. A long-term e-mail address (i.e., one that won't expire after residency)
 - E. End-year Teaching Abilities Self-Assessment form (webpage)
 - F. Program evaluation form (webpage)

Registration and Enrollment Deadline

Participants are asked to register for participation in the TCP no later than June 20 of the corresponding program year starting July 1. Please contact the Program Director directly to ensure space is available.

Program Requirements

It is the responsibility of the Program participant to complete the required components of the Program within the specified timeframe. The Program Director and Teaching Mentors are available to answer questions and lend guidance regarding teaching activities and

portfolio development. The participant is asked to contact his/her Teaching Mentor for feedback well before submission of all materials.

To be considered for a Teaching Certificate, the participant must complete each required component of the Program as described below:

- I. Participate in all required seminars and workshops.
- II. Submit all finalized materials to Shelia (mooresheliad@uams.edu) by the specified deadlines. All submissions are final after the respective deadline passes. Additional edits will not be accepted.
- III. Meet with assigned teaching mentor a minimum of 3 times during the year, or more often as directed by mentor. Submit completed the Progress Report / Mentor Meeting Form (webpage) to the Teaching Mentor at least 2 business days in advance of each meeting so that mentor has information about current progress. Required meetings are as follows:
 - A. Prior to submitting teaching goals (August)
 - B. Prior to submitting the midpoint self-reflection and teaching philosophy draft (December)
 - C. Prior to submitting the completed portfolio (April)
- IV. Complete at least 6 unique teaching activities with different educational content. Each teaching activity will be described in your teaching portfolio as directed in the Portfolio Requirements. Your teaching portfolio must include at least 1 teaching activity tailored to meet the needs of each group of learners:
 - A. Individual learners, defined as 1-2 learners participating in the activity.
 - B. Small group, defined as 3-19 learners participating in the activity.
 - C. Large group, defined as ≥ 20 learners participating in the activity.
- V. Program Faculty encourage participants to seek evaluations for every teaching activity. The evaluator should be familiar with the participant's teaching goals and provide feedback specific to the goal(s) addressed by the teaching activity. Participants are strongly encouraged to develop tailored evaluation forms to gain evaluation and feedback specific to the participant's teaching goals and strengths/weaknesses. At least 1 teaching evaluation (or set of evaluations) should be received from each source during the program year:
 - A. Mentor – TCP Teaching Mentor, residency director, faculty member, etc.
 - B. Peer (another current TCP participant)
 - C. Learners

All evaluations should be performed prospectively. For mentor and peer evaluations, participants must discuss with the evaluator in advance the teaching goal(s) to be

addressed by the teaching activity and the specific areas of feedback desired. Retrospective evaluation of an activity is not acceptable.

- VI. To encounter different teaching styles and encourage development in giving critical feedback, participants will observe and evaluate at least 2 different experienced teachers (faculty/mentors) during formal lecture. Notify faculty/mentors of your purpose and ask permission before attending lecture. Carefully evaluate the teaching activity and the methods/materials used, and provide thoughtful, specific feedback to the faculty member using the form provided.
- VII. Complete at least 3 different types of selective experiences. Selective experiences may be chosen from the included list and can be tailored to the participants' needs or career goals. Additional experiences must be approved in advance by the Program Director.
- VIII. Prepare and submit an online Teaching Portfolio. All portfolio materials are final following the stated deadline. Participants should check their portfolio against the included portfolio requirements and rubric to ensure all required elements are included.

Portfolio Requirements

It is the responsibility of the Program participant to submit for review a high-quality, complete teaching portfolio by the specified deadline. The Program Director and Teaching Mentors are available to answer questions and lend guidance regarding portfolio development. The participant should submit the portfolio, either in entirety or as individual components, to his/her Teaching Mentor well before the submission deadline to obtain feedback on requested areas. Teaching portfolios will be built using [Google Sites](#).

To be considered for a Teaching Certificate, the participant must include each required component in his/her Teaching Portfolio at the time of submission:

- I. Site menu / table of contents
- II. Welcome or introductory page that includes:
 - A. Name, credentials (i.e., "PharmD" behind name), current position title, program affiliation
 - B. Professional-appearing photo (suggest wearing white coat)
 - C. Description of career goals (note: this is not the statement of TCP teaching goals)
 - D. How teaching will likely be incorporated into your career
 - E. How participation in the TCP has impacted your teaching and professional development

- III. A brief professional bio and attached curriculum vitae. The participant should focus on him/herself as a professional and carefully balance any personal information included. Hint: Provide a bio with information similar to a LinkedIn bio rather a Facebook bio.
- IV. Teaching goals and related information (including plan, strengths, weaknesses, measurement, etc.)
- V. Teaching Philosophy
- VI. Teaching Activities: Participants are encouraged to include a wide variety of teaching activities in their portfolios. Review Program requirements to ensure inclusion of activities meeting minimum required experiences. Categorize activities as individual, small group, or large group activities. Program Faculty encourage inclusion of patient-directed teaching activities if completed.

For each teaching activity, include the following:

- A. Description of teaching activity:
 - 1. Number & experience/expertise level of learners
 - 2. Date, setting, and length of time involved in actual activity
 - 3. Preparation time involved
 - 4. Your comfort level in leading the activity
 - 5. Teaching and/or assessment materials used, including handouts, slides, videos, exam questions, etc. Provide citations for materials borrowed from other sources, and only include these materials if necessary to describe how you used them in a novel way.
 - 6. Methods for assessing the learner's understanding.
- B. Specific teaching goals addressed by the activity
- C. Brief impression of teaching success (what worked well, what to do differently, challenges, feedback received, etc.).
- VII. Teaching evaluations: Program faculty strongly suggest that evaluations and feedback should be tailored to the participant's specific teaching goals when possible and solicited from attendees at each teaching activity. Evaluations should be detailed and describe a distinct teaching experience, not a retrospective reflection over a longitudinal experience.
 - A. Label the sources of evaluations (learner, peer, mentor). When including evaluations from multiple sources for a single teaching activity, be sure to include each source type separately.

- B. Learner evaluations: Disclose total number of learners submitting evaluation, but do not disclose names of learners. If evaluations are from more than one learner, do not include individual evaluations. Rather, compile all written comments into one table or document. If formal evaluation scales were provided, state the mean/median scores and ranges for each item's numerical data. Be sure to include an explanation of the scale/assessment item for reference (e.g., scale of 1-10, where 1=strongly disagree, etc.).
 - C. Mentor and peer evaluators: Include source documents (evaluation forms, written comments) for each evaluation in the portfolio and identify the evaluator by name. Source documents may be included as separate attachments or recreated within the webpage content.
- VIII. Teaching Observations: Include a minimum of 2 teaching observation/evaluations of experienced teachers using the provided form.

Please note: The subject's name should only be disclosed if he/she provides specific permission to have his/her name included within an online portfolio. If the subject's name is included, a statement should accompany the observation and evaluation form, clearly stating that the subject gave explicit permission for his/her name to be included in the portfolio.

- IX. Selective experiences: Describe selective experiences and include required artifacts.
- X. Self-Reflections (Midpoint & Final): The participant will submit 2 overall self-reflections of their development in teaching during the Program year. These self-reflections will be included in the teaching portfolio. For each reflection, address each of the following:
 - A. Ability to assess learners: Discuss ability to differentiate between poor, average, and good learner performance in each teaching setting encountered (e.g., APPEs, didactic, etc.), stating what sets apart learners with different levels of abilities. When applicable, provide numerical data from assessments performed of learner performance (quizzes, final grades, etc.) if available. Describe evaluation tools used to measure/describe learner performance. If applicable, include insights gained from participation in exam item review sessions or other assessment-related selective experiences.
 - B. Ability to providing informative and meaningful feedback to learners: Describe how feedback was individualized to meet specific learners' needs in each teaching setting encountered (e.g., APPEs, didactic, etc.). Include specific examples of successful and/or unsuccessful attempts to provide feedback. Consider learners' reactions to the feedback provided.
 - C. Overall strengths and weaknesses identified through teaching experiences to date.

- D. Progress toward each stated teaching goal: Describe how your plan for goal achievement was implemented as well as any other activities undertaken to improve teaching. Describe the success of the implementation(s) and future plans to overcome weaknesses or to continue to strengthen teaching skills.

Other Program Considerations

Privacy

Because of the accessibility of the information contained in the online teaching portfolio, participants must remove all identifying information of learners in the portfolio materials. Similarly, unless the participant has received specific permission to disclose *in their online portfolio* the names or other identifiers of faculty evaluated in teaching observations, this information should be removed before adding to the portfolio.

Participant Performance Evaluation

The teaching portfolio serves as the primary mechanism by which the participant's performance in the Program is evaluated. Please note that the portfolio materials are final upon the submission deadline. Materials may not be added, deleted, or updated following the submission date, and subsequent resubmission of the portfolio will not be considered. The portfolio evaluation process consists of two aspects:

Originality Verification

All portfolio materials are subject to originality verification through software programs such as Turnitin®.

Portfolio Review Committee

The Portfolio Review Committee is comprised of Program Faculty familiar with the Program's goals, objectives, and learning experiences. Primary reviewers are assigned to each portfolio, and these reviewers evaluate the portfolio according to the included Portfolio Rubric. The primary reviewers lead the Committee's discussion of the portfolio's areas of exceptional work, areas that do not meet minimum standards, and recommended feedback to the participant. Following the discussion, evaluation of the portfolio is completed by consensus and the Committee's feedback to the participant is documented. The Committee then recommends for/against successful Program completion according to the completion of all Program requirements and the achievement of the minimum standard for the submitted portfolio.

A favorable Committee vote will result in the participant receiving the Program's Teaching Certificate. These participants are authorized to include the Teaching Certificate earned from the University of Arkansas for Medical Sciences College of Pharmacy as part of their professional development on their *curricula vitae*.

Participants with unsuccessful completion of the above requirements, including unacceptable levels of unoriginal material, will not receive the Program's Teaching Certificate. These participants are not authorized to include the Teaching Certificate from the University of Arkansas for Medical Sciences College of Pharmacy as part of their professional development on their *curricula vitae*. They may, however, list participation in the Program's seminars as professional development opportunities.

Appendices

- I. Selective experiences
- II. Progress Report / Mentor Meeting Form
- III. Teaching Observation Evaluation Form
- IV. Portfolio Rubric

Selective Experiences

To complete selective experience requirements, participate in at least 3 different listed experiences and include the required artifact(s) in your teaching portfolio:

Selective Experience	Required Portfolio Artifact(s)	Availability of Experience	Contact
Participate in item review session for written exam offered in the Department of Pharmacy Practice	Reflection on experience, how information will be utilized	Multiple sessions, fall & spring	Amy will send list of session dates
Participate in OSCE case review session	Reflection on experience, how information will be utilized	Multiple sessions, fall & spring	Amy will send list of session dates
Develop APPE syllabus according to your current or future anticipated practice site	Syllabus	On your own. Recommend asking for assistance from a faculty member.	
Develop 3-year personal continuous professional development plan specific for teaching following TCP	CPD plan	On your own. Recommend asking for assistance from a faculty member.	
Assist faculty with facilitating a team-based learning (TBL) session	Reflection on experience, how information will be utilized	Fall & spring	Amy will send list of available sessions
Assist faculty in at least 2 laboratory teaching sessions (sterile compounding, dispensing, etc.)	Reflection on experience, how information will be utilized	Primarily available in fall; some sessions may be available in spring	Amy will send list of available sessions
Collaborate with faculty member to author exam questions & receive post-exam item statistics	Exam questions, item statistics, reflection on item performance and lessons learned	On your own	
Attend teaching development seminar or webinar (UAMS Office of Educational Development, Teaching with Technology (TWT), etc.), min. 45 minute presentation	Description of content, session information (venue, length, etc.), how information will be utilized	On your own	Check educationaldevelopment.uams.edu for monthly seminar series and other content; Amy will forward opportunities as they arise

Selective Experience	Required Portfolio Artifact(s)	Availability of Experience	Contact
Complete training on using online module building software (e.g., Softchalk)	Training information (venue, session lengths, etc.); completion certificate if applicable; reflection on how it will be utilized	On your own	Check educationaldevelopment.uams.edu for download information, support, video tutorials, etc.
^a Develop short online learning module for use as TCP resource (topics below), ~10 min module	Link to module	On your own	Amy must approve topic in advance. Check educationaldevelopment.uams.edu for download information and support
Participate in Standardized Participant (SP) training session for OSCE	Reflection on experience, how information will be utilized	Multiple sessions, fall & spring	Amy will send list of available sessions
Participate in at least 3 Faculty Interest Group (FIG) discussion sessions	Reflection on content, what was learned, how it will be utilized	Fall & spring	Amy will send list of available sessions
Facilitate debrief sessions with students following OSCE or simulation	Reflection on experience, what you learned about getting students to talk about experiences	On your own	
**other experiences with the prior approval of the Program Director			

OSCE = Objective Structured Clinical Exam

^aParticipants may choose to develop an online module to provide a brief introduction or how-to guide for a specific teaching-related topic. Modules should be no more than 10 minutes in length and may present information in any way the participant chooses. Modules should be visually appealing, creative, and provide appropriately referenced information to serve as an introduction to a specific topic. Following review, modules will be viewable on the publicly-available TCP website as a resource for those interested in teaching and learning topics. Each module's developer will be identified by name and as a TCP participant.

Potential Online Module Topics

- Basics of writing learning objectives
- How-to guide for specific active learning method (choose one: e.g., one-minute paper, think-pair-share, etc.)
- Teaching to different learning styles (VARK or H-PILS)
- Activities related to ASHP 4 preceptor roles (choose one)
- Specific teaching and learning methods for APPE students (highlight a specific activity)

- How-to guide for using Prezi
- Graphic syllabus
- Using social media in teaching
- Using Bloom's taxonomy to design teaching activities
- The one-minute preceptor
- How to prompt meaningful self-assessment from learners
- Active learning methods that do not require technology
- Overview of specific learning theory (e.g., adult learning theory, etc.)
- Using role play in teaching
- Incorporating technology into teaching
- Facilitating journal club
- Present journal club on contemporary teaching paper relevant to pharmacy education (paper must be approved in advance)
- Using a rubric
- Developing a rubric
- How to solicit meaningful teaching feedback from learners
- Using YouTube videos in teaching
- CAPE educational outcomes
- The flipped classroom in pharmacy education
- Problem-based learning
- Simulations
- What is a teaching philosophy?

** other topics with prior approval of the Program Director

Progress Report and Mentor Meeting Form

**This completed form must be sent to your Teaching Mentor at least 2 business days prior to scheduled meeting.*

Participant Name: _____

Date of Progress Report: _____

Program Checklist:

	Requirement	Deadline
<input type="checkbox"/>	Participate in Summer Seminar	7/16/18 – 7/17/18
<input type="checkbox"/>	Meet with Mentor: Teaching Goals	8/17/18
<input type="checkbox"/>	Submit Teaching Goals (to: mooresheliad@uams.edu)	8/24/18
<input type="checkbox"/>	Participate in Winter Seminar	11/28/18 (date tentative)
<input type="checkbox"/>	Meet with Mentor: Midpoint Reflection/Progress Update	12/14/18
<input type="checkbox"/>	Submit Midpoint Self-Reflection & Philosophy Outline/Draft (to: mooresheliad@uams.edu)	12/31/18
<input type="checkbox"/>	Meet with Mentor: Final Reflection/Portfolio drafts	4/15/19
<input type="checkbox"/>	Submit portfolio website link for complete teaching portfolio (to: mooresheliad@uams.edu)	5/1/19
<input type="checkbox"/>	Submit additional required end-program information (to: mooresheliad@uams.edu)	5/1/19
<input type="checkbox"/>	Complete 6 teaching activities, each with different content	
<input type="checkbox"/>	Complete at least one individual (1-2 learners) teaching activity	
<input type="checkbox"/>	Complete at least one small group (3-19 learners) teaching activity	
<input type="checkbox"/>	Complete at least one large group (≥20 learners) teaching activity	
<input type="checkbox"/>	Receive teaching evaluation from mentor/preceptor/director	
<input type="checkbox"/>	Receive teaching evaluation from TCP peer	
<input type="checkbox"/>	Receive teaching evaluation from learner(s)	
<input type="checkbox"/>	Complete Teaching Observation 1. Faculty name: _____	
<input type="checkbox"/>	Complete Teaching Observation 2. Faculty name: _____	
<input type="checkbox"/>	Complete 3 different selective experiences	

Completed Teaching Experiences (minimum 6 different experiences required):

Individual (1-2)	Small Group (3-19)	Large Group (≥20)
Activity: Date: Description Written: Y / N	Activity: Date: Description Written: Y / N	Activity: Date: Description Written: Y / N
Activity: Date: Description Written: Y / N	Activity: Date: Description Written: Y / N	Activity: Date: Description Written: Y / N
Activity: Date: Description Written: Y / N	Activity: Date: Description Written: Y / N	Activity: Date: Description Written: Y / N
Activity: Date: Description Written: Y / N	Activity: Date: Description Written: Y / N	Activity: Date: Description Written: Y / N

Planned Teaching Experiences (minimum 6 different experiences required):

Individual (1-2)	Small Group (3-19)	Large Group (≥20)
Activity: Date:	Activity: Date:	Activity: Date:
Activity: Date:	Activity: Date:	Activity: Date:
Activity: Date:	Activity: Date:	Activity: Date:

Other TCP Requirements Completed:

Selectives (3 different)	Teaching Observations (2)	Evaluations Received
Activity: Date:	Faculty name: Date:	Learner:
Activity: Date:	Faculty name: Date:	TCP Peer:
Activity: Date:		Mentor/Director:

Remaining Deficits (requirements not completed or planned):

Other Comments/Concerns:

Teaching Observation / Evaluation Form**Lecturer:****Lecture Title:****Course:****Date:****Evaluator:** _____**Material / Content:****Pace:****Objectives:****Explanations:****Organization:****Summaries:****Class Participation:****Questions:****Audiovisual Aids:****Handout:****Slides:****Overall Impression:****How this
observation will
impact my teaching:**

Teaching Portfolio Evaluation Rubric

Portfolio: _____

Evaluator Name: _____

For each item, mark the description that BEST describes the portfolio:

	Major Deficits	Minor Deficits	No Deficits
Portfolio Homepage, Bio, & CV	Does not include required items or is not specific to teaching. May focus more on future career goals (written as if applying for a position) rather than the teaching program. Bio and/or CV not updated or complete. Image(s) are unprofessional.	Summarizes teaching experiences and provides some information of whether teaching would be incorporated in future positions. Provides some information regarding growth in teaching.	Summarizes teaching experiences. Elaborates on growth in specific aspects of teaching and impact of program on career goals regardless of career focus. Bio & CV reflect professionalism, are updated, and completed. Includes appropriate professional picture.
Teaching Goals	Goals do not challenge growth in teaching, but rather describe tasks to complete. Goals are not specific to teaching, are not measurable (ex “become comfortable”), or do not include action plans, assessment of strengths/weaknesses, etc.	Goals reflect consideration of individual's strengths and weaknesses and desire to improve teaching abilities. Goals written in such a way to facilitate evaluation (measurable).	Goals are measurable, well thought out, and reflect careful consideration of teaching experience and abilities. Goals suggest desire to provide quality teaching in multiple settings.
Teaching Philosophy	Philosophy does not reflect personal attributes or experiences. Appears too vague/general.	Provides a reflective statement of beliefs about teaching/learning and teaching practices. Describes relevant contributory experiences and/or qualities he/she is aspiring to gain.	Creates a personal, unique “picture” of teaching indicative of deep self-reflection.
Teaching Experiences Required: 6 activities with different content; at least 1 activity tailored to: a) individual learner (n=1-2) b) small group (n=3-19) c) large group (n≥20)	Did not meet teaching activity requirements or provides incomplete or inadequate description of experiences (omitted setting, impression of teaching ability, materials, etc).	Completed required experiences, but consisted primarily of multiple examples of same type activity. Provided adequate description of each experience and some discussion of overall self-impression following each activity.	Completed a variety of teaching experiences, including didactic and experiential settings. Provided thoughtful discussion of each activity's success and how it might be improved. Completed multiple experiences of same type so that feedback could be used to improve activity.
Teaching Materials	Did not include or develop teaching materials, or materials lack meaningful content, organization, or professional appearance.	Most materials have similar format (ppt slides, etc.), but appear to have quality content, good organization, and professional appearance.	Provides a variety of material types. All are well-organized and professional in appearance. Used materials or technology in creative or innovative way.
Evaluations of Teaching Activities Required: at least 1 eval from each: a) Mentor/preceptor/director b) Learner/student c) Peer (another TCP participant)	Omitted required evaluations, required evaluations were not appropriately identified, or documents lacked explanation of scale or format (ex: scale 1-5, 1=strongly disagree)	Included required evaluations, but did not seek evaluations specific to teaching goals. Included examples such as CE or recitation evaluations which were routinely provided.	Included evaluations for most/all teaching experiences. Evaluation tools often included items specific to teaching goals, strengths/weaknesses, and/or teaching activity.
Teaching Observations (2 required)	Provides only cursory teaching evaluation. Does not critically evaluate by providing both positive and negative comments.	Provides a fairly detailed evaluation but appears reluctant to provide negative comments or suggestions to improve.	Provides detailed, specific comments relating to both strengths and weaknesses of teaching. Thoroughly evaluates all aspects of teaching, including audience engagement, active learning strategies, etc.
Selective Experiences (3 required)	Did not complete 3 unique selective experiences or did not include required portfolio artifacts.	Completed required experiences but shared little insight into the experience reflection. Artifacts were incomplete or appeared rushed.	May have completed more experiences than required or submitted the highest quality artifacts (online modules, etc).

	Major Deficits	Minor Deficits	No Deficits
Reflections: Ability to Evaluate/Assess Learners	Provides numerical score data but does not specifically discuss ability to evaluate/assess.	Discusses ability to evaluate learners in 1 setting, but does not elaborate on evaluative ability in other settings (recitation, experiential, other lectures/discussions, etc).	Discusses evaluative abilities in variety of teaching settings, including how ability could be improved. Provides specific examples of how he/she distinguished between learners of varying abilities.
Reflections: Ability to Provide Feedback to Learners	Did not discuss how feedback was provided to learners or did so in a general manner. Teaching evaluations may indicate that meaningful feedback was not regularly provided.	Summarized methods employed in providing feedback in some but not all settings. May have provided examples of how feedback was provided to specific learners.	Elaborates on providing feedback in all/most teaching settings. Provides examples of how feedback was tailored to meet needs/challenges of specific learners. Discusses how ability to provide feedback evolved during the year's experiences.
Reflections: Plans for Improving Teaching Abilities	Plans were vaguely described, not described, or not attempted. Plans were not specific to address teaching goals/weaknesses or capitalize on strengths.	Provided general plan for goal achievement and improvement. Provided general plan for evaluation to gauge improvement.	Provides thoughtful, detailed plan for improvement as well as plan for evaluation from mentor, peers, and learners to gauge improvement. Describes how plan was incorporated into subsequent teaching activities.
Overall Reflective Abilities (midpoint & final reflections)	Does not appear to have spent sufficient time in self-reflection. No in-depth description of personal strengths/weaknesses, challenges faced.	Provided evidence of general self-reflection through a discussion of activities encountered and lessons learned. Addressed progress toward achieving each teaching goal.	Candid, in-depth discussion of strengths, weaknesses, concerns, and challenges faced/expected. Reflection on experiences resulted in behavior change or plan for change.
Content & Organization	Contents not grouped in logical manner or difficult to find required materials. Irrelevant materials included.	Content is logical and easy to navigate. Required materials included, but some irrelevant materials also included.	Logical content, easy to navigate. All required materials (but no irrelevant materials) included.
Professional Approach & Appearance	Multiple grammatical/spelling errors or overall appearance does not reflect professional document (too many graphics/icons, distracting color scheme or font, etc). Portfolio would not be well-received if submitted by a candidate for faculty position.	Few (if any) grammatical/spelling errors. Appearance is professional. Portfolio provides some useful information regarding teaching experiences to prospective employer.	No grammatical/spelling errors. Professional-appearing document includes a wealth of valuable information regarding teaching experiences, abilities, philosophies, and future plans. Effective addition to a faculty candidate's application materials.
Utilization of Teaching Mentor (TO BE COMPLETED BY MENTOR)	Did not participate in mentor meetings, did not send materials in timely manner, did not contribute to meaningful discussion of abilities/goals/plans, or did not accept advice or feedback appropriately.	Participated only in required mentor meetings but actively discussed abilities/goals/plans during meetings. Appeared interested in improving teaching abilities. Submitted materials in timely manner.	Regularly or often solicited mentor's advice/evaluation/feedback. Candid participation in discussions. Able to suggest methods/plans that might be useful. Implemented strategies advised or discussed by mentor.

Overall portfolio evaluation:

- Surpasses minimum standard
 Meets minimum standard
 Does not meet minimum standard

Should this portfolio be used as an example for future participants?

Yes

Comments: (please continue on additional pages):