

Required Elements of a Valencia Faculty Portfolio

Educational & Professional Background

- The Background section offers the reader insight into the relevant education and professional background of the candidate, not an extensive resume. It is not assessed, but must be included.

Individualized Learning Plan

- This is the tenure candidate's professional development plan, which is written by the candidate, in collaboration with the dean. The plan spells out what the faculty member wants to achieve during the pre-tenure process.

Documentation

- Year-1 & Year-2 Review Panel Reports
- Transcripts of professional development activities (Atlas, Leadership Valencia, University, Certifications)

Supporting Artifacts Documentation for Each Faculty Learning Outcome

FLO 1 follows the [Elements of an Action Research](#). FLOs 2 -3 follow the elements below.

Adequate Preparation:

- Faculty Learning Outcome Statement
- Explanation of what the faculty candidate did to achieve the FLO (workshops, books, articles, conversations, etc.).

Appropriate Methods:

- Methodology(ies) clearly described and appropriate for achieving FLO
- Specific teaching methods, student learning activities, and assessment methods described (if applicable); procedures/steps followed to achieve FLO explained, etc.

Significant Results:

- Evidence (supporting artifacts) sufficient to demonstrate the achievement of the FLO.
- An explanation of the evidence (supporting artifacts) demonstrates that the candidate has achieved the FLO.
- Student work/feedback, if applicable, that documents the achievement of the goals of the FLO (not necessarily relevant to all FLOs).

Reflective Critique:

- General Reflection: In general, candidate reflects on what was learned while completing the FLO and how this might improve future work (approximately 1/2 page to 1 page).
- Competency Analysis: Candidate critically evaluates each specified competency in the FLO.
 - Explanation of how the methods used to demonstrate each Essential Competency in this FLO aided student learning and helped the candidate to become a better counselor, teacher, or librarian
 - Explanation of how the methods used in demonstrating this Essential Competency might be improved.
 - References to candidate's general practice outside the portfolio should be omitted
 - Approximately 1/2 page to 1 page for each specified Essential Competency

Essential Competency not addressed in FLOs (*approximately 3 pages*)

- Candidate discusses the preparation and process undertaken to address the specified Essential Competency in the candidate's practice.
- Candidate provides evidence (supporting artifacts) sufficient to demonstrate growth in the specified Essential Competency, including student work if applicable.
- Candidate provides critical evaluation of the methods and the results of this evidence.
 - Explanation of how the methods used to demonstrate the Essential Competency aided student learning and/or helped the candidate to become a better counselor, teacher, or librarian.
 - Explanation of how the methods used in demonstrating this Essential Competency might be improved.