VALENCIA

Portfolio Review Panel Report

This report is a consolidation of the review panel's assessment of the year-2 portfolio. It is completed by the dean or the dean's designee. All panelists, including the dean, will "sign off" after reviewing the completed report. The report is then sent to the candidate and the TLA within two weeks of the panel review meeting.

Complete the gray form fields below. Advance by using the "tab" key.

- Only mark achievement levels "Acceptable" if they actually meet the criteria.
- Candidates are not required to improve sections assessed "Acceptable."
- "Effective Presentation" achievement levels are assessed after each major section.

Faculty Candidate's Name	Wanda Candidate	Meeting Date	May 15, 20--
Dean's Name	Dean Johnson	Date Report Reviewed	May 19, 20--
Panelist Name	Hassan Tomas	Date Report Reviewed	May 21, 20--
Panelist Name	Jeremy Funk	Date Report Reviewed	May 22, 20--
Panelist Name	Elodie Arghesse	Date Report Reviewed	May 23, 20--
Date Report Sent to Candidate and TLA		May 25, 20--	

General Comments (if applicable): We were impressed with Wanda's portfolio. We thought that it provided abundant evidence of a strong commitment to learning-centered teaching. Perhaps even more important, it documented real success in moving from commitment to practice. This portfolio revealed Wanda to have all the essential competencies. She also has a real talent in connecting with her students. Perhaps more than anything, she communicates the fact that she is totally dedicated to their success.

In terms of the competencies, we very impressed by Wanda's understanding of TVCA as part of the Outcomes-based Practice Competency, particularly in the areas of "think" and "communicate." She aligned them fluidly with her course and unit outcomes. Her commitment to diversity and inclusion was exemplary, both in the materials she presents and in the way that she recognizes the importance of different learning styles and practices. Her professional commitment is exemplary, and we noted her work on the LINC class, the NEH project and the campus literary magazine. We were also very impressed by her work in assessment – particularly as it related to self-assessment in group work and with writing rubrics.

Wanda's reflective critique convinced us that she will be one of those colleagues who is engaged in a perpetual quest for improvement – even though she already operates at a high level. We were impressed.

All three learning outcomes were achieved. Wanda provided ample evidence of student learning and obviously spent a great deal of time on research and implementation. The ARP could have been a little better in terms of design, but that is a relatively minor matter, and we have provided ample direction for improvements.

BACKGROUND AND DOCUMENTATION FROM YEAR-1
These are not assessed; however, they must be included in the Year-2 portfolio.

X YES	☐ NO	**Educational & Professional Background (Brief Resume)**
X YES	☐ NO	**ILP Report**

UPDATED TRANSCRIPTS

X YES	☐ NO	**Professional Development Transcripts**

PROFESSIONAL PHILOSOPHY
The candidate explains how and why he/she conducts his/her professional practice. Evidence of philosophy should align with the portfolio work (departmental assignments notwithstanding).

☑ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Incomplete / Not Yet Acceptable	Philosophy not clearly stated or does not support teaching and learning	Wanda's professional philosophy aligns well with FLO2 and FLO3, reflecting a commitment to active and project-based learning. Her philosophy could, however, be improved with

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X	Acceptable	Philosophy clearly stated and supports teaching & learning; portfolio work aligns with aspects of the philosophy	the inclusion of a few concrete examples from her classroom/practice.
☐	Exemplary	Acceptable + insightful	

EFFECTIVE PRESENTATION OF ENTIRE ILP

☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Incomplete / Not Yet Acceptable	Not written clearly or coherently; not presented and edited professionally	The portfolio was presented and edited professionally; however, the page numbers need to be updated and some of the graphs could better reflect the data and findings if they were printed in color rather than in black and white.
X	Acceptable	Written clearly and coherently; presented and edited professionally	
☐	Exemplary	Acceptable + polished presentation	

FACULTY LEARNING OUTCOME #1: ACTION RESEARCH PROJECT

FLO #1	**CLEAR GOALS** Abstract: Clear and concise summary of project's purpose, methods, and results Research Question included and aligned with the FLO			
☐ ONE	ACHIEVEMENT LEVEL		CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Incomplete / Not Yet Acceptable	1	Abstract not clearly stated	Abstract concisely summarizes the purpose, methodology, and findings for the ARP, but the research question could be better aligned with the FLO. The panel suggests that Wanda use the same phrasing in the ARQ as in the FLO to improve alignment.
		2	RQ is not clearly stated and/or does not relate to student learning.	
X	Acceptable	1	Abstract includes purpose, methods, and results of project	
		2	RQ is clearly stated and relates to student learning and aligned with FLO	
☐	Exemplary	1	Acceptable + clearly articulated and concise	
		2	RQ is polished and aligned with FLO	

FLO #1	**ADEQUATE PREPARATION FOR ARP** Discussion of candidate's reflection (Self-perspective) and consultation with others (Student, Colleague, and Expert perspectives) that helped prepare him/her for this project. See the Action Research Elements for relevant questions candidates address in each perspective.		
☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
X	Incomplete / Not Yet Acceptable	Discussion of four perspectives (student, colleague, expert, and self) insufficient to document relevant information; one or more perspectives missing	The student and self-perspective helped to frame the project and showed that there was a clear need for more student-centered rubrics. The colleague perspective also helped to summarize discipline faculty sentiment on the difficulties involved in getting students to understand how to use rubrics effectively. The panel felt that the expert perspective could have been stronger. We recommend that Wanda identify more current references to literature on the topics of peer review and rubric development.
☐	Acceptable	Documents the relevant information from four perspectives in relation to the question	
☐	Exemplary	Acceptable + integrates and synthesizes the relevant information	

FLO #1	**APPROPRIATE METHODS FOR ARP** 1. Student Learning Outcome (SLO) 2. Performance Indicators 3. Teaching Strategies of SLO 4. Assessment Strategies of SLO 5. Action Research Methodology Design			
☐ ONE	ACHIEVEMENT LEVEL		CRITERIA STATEMENT	COMMENTS ON STRENGTHS / RECOMMENDATIONS FOR IMPROVEMENT
X	Incomplete / Not Yet Acceptable	1	SLO not results-oriented, not clearly written nor measurable	The Student Learning Outcomes are clearly measurable, but the

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		2	Indicators do not identify the incremental traits of mastery	performance indicators for each SLO do not reflect incremental traits of mastery. We recommend that Wanda work from the less complex skills to the more complex, perhaps referencing verbs from Bloom's taxonomy. The teaching strategies are clear, replicable, and aligned well with the SLO. While the comparison of writing assignment grades between the "experimental" group and "control" group reflect improvement, it's not clear whether that improvement is the direct result of the use of the new rubrics and range-finding activities. Wanda could supplement her data with a survey or CAT to show what students thought of the new tools/strategies.
		3	Strategies not appropriate for achieving the SLO	
		4	Assessment(s) do not adequately measure the identified indicators	
		5	The AR methodology design may not be replicable and does not provide feedback that informs your practice	
☐	Acceptable	1	SLO results-oriented, clearly written & measurable	
		2	Indicators identify the incremental traits of mastery	
		3	Teaching strategies appropriate for achieving the SLO	
		4	Assessment(s) measure the identified indicators; some formative & summative assessment tools evident	
		5	The AR methodology design is replicable and provides feedback that informs your practice	
☐	Exemplary	1	SLO results-oriented, clearly written, measurable, and critical to teaching and learning	
		2	Indicators clearly identify the incremental traits of mastery and sequenced for optimum learning	
		3	Teaching strategies appropriate for achieving the SLO; follows the rigors of the discipline	
		4	Assessment(s) measure the identified indicators; comprehensive set of formative and summative assessment tools evident	
		5	The AR methodology design is replicable and provides feedback that informs your practice; feedback informs you in areas you were seeking to improve	

FLO #1	SIGNIFICANT RESULTS FOR ARP
	Project Results
	• Evidence (supporting artifacts) sufficient to demonstrate the achievement of the FLO
	• Explanation of the evidence (supporting artifacts) demonstrates that the candidate has learned, achieved, or accomplished the FLO
	• Student work/feedback, if applicable, documents the achievement of the goals of the FLO (not necessarily relevant to all FLOs)

	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS / RECOMMENDATIONS FOR IMPROVEMENT
☐	Incomplete / Not Yet Acceptable	Results are not analyzed in relation to the original question	Again, the panel feels that the comparison of the grades on writing assignments is good evidence, but the data could be stronger if it were supplemented with additional information (i.e. student surveys).
X	Acceptable	Results are analyzed in relation to the original question	
☐	Exemplary	Acceptable + description of how results will inform your practice and impact student learning are included	

FLO #1	GENERAL REFLECTION ON THE ARP
	In general, candidate reflects on what was learned while completing the Action Research Project and how this might improve future work.

☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Incomplete / Not Yet Acceptable	AR project is only summarized or reviewed	Wanda's general reflection provides some good ideas for how this project might be improved/expanded in the future. We were particularly impressed that Wanda has already begun the process of creating range-finders for her 1102 assignments.
☐	Acceptable	Reflection relates students' and candidate's learning to the research project and includes plan for improvement	
X	Exemplary	Acceptable + insightful analysis with clear plans for revision	

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FLO #1	**CRITICAL EVALUATION OF EACH ESSENTIAL COMPETENCY IN ARP**
	• Explanation of how the methods used to demonstrate this 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

COMPETENCIES	CHECK COMPETENCIES DEMONSTRATED IN THIS FLO	INCOMPLETE/ NOT YET ACCEPTABLE	ACCEPTABLE	EXEMPLARY	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
	Assess only the checked competencies	Insufficient critical evaluation of methods and results used to demonstrate this Essential Competency in this FLO: little or no discussion of possible improvements	Competent critical evaluation of methods and results used to demonstrate the selected indicators of this Essential Competency in this FLO; sufficient discussion of possible improvements	Acceptable + insightful discussion of possible improvements	
Assessment	☐	☐	X	☐	Wanda's understanding of summative assessment is clearly articulated here. We think, though, that she has created some wonderful formative assessment tools for use in this FLO (like the range-finding activity) that she could highlight here as well.
Inclusion and Diversity	☐	☐	☐	☐	
L-C Teaching Strategies	☐	☐	☐	☐	
LIfeMap	☐	☐	☐	☐	
Outcomes-based Practice	☐	☐	☐	X	
Professional Commitment	☐	☐	☐	☐	
SoTL	☐	☐	☐	X	

FLO # 1	**EFFECTIVE PRESENTATION OF ENTIRE FLO**

☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Not Yet Acceptable	Not written clearly or coherently; not presented and edited professionally	Graphs and tables would be much more comprehensible in color rather than in black and white.
X	Acceptable	Written clearly and coherently; presented and edited professionally; uploaded in ARP builder	
☐	Exemplary	Acceptable + polished presentation	

FACULTY LEARNING OUTCOME #2

FLO #2	**ADEQUATE PREPARATION** **Faculty Learning Outcome statement** Explanation of what the candidate did to prepare to achieve the FLO (workshops, books, articles, conversations, etc.)

☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Incomplete / Not Yet Acceptable	FLO not stated; preparation to achieve the FLO is not present, relevant or not clearly described	
☐	Acceptable	FLO stated; preparation to achieve the FLO is present, relevant, clearly described & adequate to achieve the FLO	

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☐	Exemplary	Acceptable + indicates and synthesizes the relevant scholarship/pedagogy	

FLO #2	**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.

☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Incomplete / Not Yet Acceptable	Methodology(ies) is inappropriate for achieving the FLO; description unclear; or assessment plan not present or adequate	Wanda has integrated much of what she learned in both the TLA seminars and her research on collaborative learning into these projects. Her methodology reflects a clear understanding of the tenets of cooperative learning as explained by Johnson and Johnson.
☐	Acceptable	Methodology(ies) is appropriate for achieving the FLO; description is clear; and assessment plan is adequate to gauge the effectiveness of the FLO	
X	Exemplary	Acceptable + methodology(ies) follows the rigors of the discipline and assessment plan is comprehensive	

FLO #2	**SIGNIFICANT RESULTS**

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

☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Incomplete / Not Yet Acceptable	Evidence (artifacts) is insufficient to demonstrate FLO or not clearly explained; little or no evidence of student feedback/work, if applicable	It's clear from the results that the students gained a great deal from these projects – both teamwork skills and content knowledge.
☐	Acceptable	Evidence (artifacts) is sufficient to demonstrate FLO and clearly explained: includes student feedback/work, if applicable	
X	Exemplary	Acceptable + results insightfully explained; opens additional questions for further exploration, if applicable	

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FLO #2	**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 for the reflection).		
☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Incomplete / Not Yet Acceptable	Insufficient reflection on what was learned while completing this FLO: little or no discussion of possible improvements	
☐	Acceptable	Competent reflection on what was learned while completing this FLO: sufficient discussion of possible improvements	
X	Exemplary	Acceptable + insightful analysis with clear plans for revision	

FLO #2	**REFLECTIVE CRITIQUE: CRITICAL ANALYSIS OF EACH CHECKED COMPETENCY** • Explanation of how the methods used to demonstrate this 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				
COMPETENCIES	CHECK COMPETENCIES DEMONSTRATED IN THIS FLO	INCOMPLETE/ NOT YET ACCEPTABLE	ACCEPTABLE	EXEMPLARY	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
	Assess only the checked competencies	Insufficient critical evaluation of methods and results used to demonstrate this Essential Competency in this FLO: little or no discussion of possible improvements	Competent critical evaluation of methods and results used to demonstrate the selected indicators of this Essential Competency in this FLO; sufficient discussion of possible improvements	Acceptable + insightful discussion of possible improvements	
Assessment	☐	☐	☐	☐	
Inclusion and Diversity	☐	☐	☐	X	The use of personality style surveys (True Colors) to group the students and the use of inclusive collaborative strategies that ensure all students participate reflect a clear understanding of this competency.
L-C Teaching Strategies	☐	☐	☐	X	
LIfeMap	☐	☐	☐	X	The activities helped students to articulate career goals. We also liked that Wanda spent time helping students understand group dynamics before setting them off to begin their group assignments.
Outcomes-based Practice	☐	☐	☐	☐	
Professional Commitment	☐	☐	☐	☐	
SoTL	☐	☐	☐	☐	

FLO # 2	**EFFECTIVE PRESENTATION OF ENTIRE FLO**		
☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Not Yet Acceptable	Not written clearly or coherently; not presented and edited	As mentioned earlier, the work is

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		professionally	professionally presented and edited, but the page numbers need to be updated.
X	Acceptable	Written clearly and coherently; presented and edited professionally	
☐	Exemplary	Acceptable + polished presentation	

FACULTY LEARNING OUTCOME #3

FLO #3	**ADEQUATE PREPARATION** **Faculty Learning Outcome statement** Explanation of what the candidate did to prepare to achieve the FLO (workshops, books, articles, conversations, etc.)		
☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Incomplete / Not Yet Acceptable	FLO not stated; preparation to achieve the FLO is not present, relevant or not clearly described	
☐	Acceptable	FLO stated; preparation to achieve the FLO is present, relevant, clearly described & adequate to achieve the FLO	
X	Exemplary	Acceptable + indicates and synthesizes the relevant scholarship/pedagogy	

FLO #3	**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.		
☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Incomplete / Not Yet Acceptable	Methodology(ies) is inappropriate for achieving the FLO; description unclear; or assessment plan not present or adequate	
☐	Acceptable	Methodology(ies) is appropriate for achieving the FLO; description is clear; and assessment plan is adequate to gauge the effectiveness of the FLO	
X	Exemplary	Acceptable + methodology(ies) follows the rigors of the discipline and assessment plan is comprehensive	

FLO #3	**SIGNIFICANT RESULTS** • Evidence (supporting artifacts) sufficient to demonstrate the achievement of the FLO • Explanation of the evidence (supporting artifacts) demonstrates that the candidate has achieved the FLO • Student work/feedback, if applicable, documents the achievement of the goals of the FLO (not necessarily relevant to all FLOs)		
☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Incomplete / Not Yet Acceptable	Evidence (artifacts) is insufficient to demonstrate FLO or not clearly explained; little or no evidence of student feedback/work, if applicable	The student survey responses show that they felt more engaged in the material and more connected to their classmates because of the online tools implemented in this FLO.
☐	Acceptable	Evidence (artifacts) is sufficient to demonstrate FLO and clearly explained: includes student feedback/work, if applicable	
X	Exemplary	Acceptable + results insightfully explained; opens additional questions for further exploration, if applicable	

FLO #3	**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 for the reflection).		
☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Incomplete / Not Yet Acceptable	Insufficient reflection on what was learned while completing this FLO: little or no discussion of possible improvements	We recommend that Wanda better articulate what she would do differently if she were to use and facilitate these discussion topics and online activities again – perhaps in one of her other courses.
X	Acceptable	Competent reflection on what was learned while completing this FLO: sufficient discussion of possible improvements	
☐	Exemplary	Acceptable + insightful analysis with clear plans for	

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		revision	

FLO #3	**REFLECTIVE CRITIQUE: CRITICAL ANALYSIS OF EACH CHECKED COMPETENCY**
	• Explanation of how the methods used to demonstrate this 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

COMPETENCIES	CHECK COMPETENCIES DEMONSTRATED IN THIS FLO	INCOMPLETE/ NOT YET ACCEPTABLE	ACCEPTABLE	EXEMPLARY	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
	Assess only the checked competencies	Insufficient critical evaluation of methods and results used to demonstrate this Essential Competency in this FLO: little or no discussion of possible improvements	Competent critical evaluation of methods and results used to demonstrate the selected indicators of this Essential Competency in this FLO; sufficient discussion of possible improvements	Acceptable + insightful discussion of possible improvements	
Assessment	☐	☐	☐	☑	
Inclusion and Diversity	☐	☐	☑	☐	
L-C Teaching Strategies	☐	☐	☑	☐	
LIfeMap	☐	☐	☐	X	
Outcomes-based Practice	☐	☐	☑	☐	
Professional Commitment	☐	☑	☐	X	We're very impressed that Wanda sought out training opportunities on online course development as preparation for this project and has plans to submit this course to be reviewed through Quality Matters.
SoTL	☐	☐	☐	☐	

FLO # 3	**EFFECTIVE PRESENTATION OF ENTIRE FLO**

☐ ONE	ACHIEVEMENT LEVEL	CRITERIA STATEMENT	COMMENTS ON STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT
☐	Not Yet Acceptable	Not written clearly or coherently; not presented and edited professionally	We recommend that Wanda update the page numbers.
X	Acceptable	Written clearly and coherently; presented and edited professionally	
☐	Exemplary	Acceptable + polished presentation	

ESSENTIAL COMPETENCY DEMONSTRATION FOR ENTIRE PORTFOLIO

CONFIRM THAT EACH OF THE 7 ESSENTIAL COMPETENCIES WAS DEMONSTRATED BY THE CANDIDATE IN WRITTEN REFLECTION WITHIN THE PORTFOLIO, EITHER INSIDE THE FLOS OR IN A SEPARATE SECTION.

Assessment	X YES	☐ NO

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Inclusion and Diversity	X Yes	☐ No
L-C Teaching Strategies	X Yes	☐ No
LIfeMap	X Yes	☐ No
Outcomes-based Practice	X Yes	☐ No
Professional Commitment	X Yes	☐ No
SoTL	X Yes	☐ No

SAMPLE

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