# Professor First Name Last Name

## Class of Year



Faculty Portfolio



**DIRECTIONS: Use this template to assist you in writing your portfolio.**

**Please note that this Word template is intended to be used with a printed portfolio (not an electronic portfolio).**

**If you wish to create an electronic portfolio, please work with your campus Center for Learning/Teaching Innovation to learn how to use the OneNote electronic version of the template or create a bookmarked PDF.**

* Each section provides a description of the content to appear in that section of the portfolio. Please delete these descriptors prior to submitting your portfolio.
* For readability and ease of identifying portfolio elements, you should add dividers and clearly label the following sections:
	1. Educational/Professional Background
	2. ILP
	3. FLO1 – Action Research Project
	4. FLO2
	5. FLO3
* Actual artifacts should be placed at the end of each FLO section, but those artifacts should be clearly referenced/labeled/linked and relevant excerpts included within the FLO discussion and reflections. Add references and in-document links to relevant artifacts within this document.
* Remove student names from all student work and artifacts.
* Delete this instructions page from the finished portfolio. Your portfolio should begin with the title page.
* Add pagination to the document and a Table of Contents page.

# Table of Contents

*(You may want to add in page numbers once your portfolio is complete.)*

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# Educational & Professional Background



Brief Resume

This section offers the reader insight into your relevant education and professional background. It does not need to be an extensive resume

(Insert resume here.)



# Individualized Learning Plan



Approved ILP

(Copy and paste original ILP that was submitted to panel in Year-2 here.)

### **ILP Review Panel Reports and Approved FLOs, if applicable.**

(Copy and paste ILP report form here. If any FLOs were not approved, please also include approved FLO statements.)

### **Professional Development Transcripts**

Directions for obtaining your transcripts can be found on the [Valencia website](http://valenciacollege.edu/faculty/development/howToRegisterForCourses.cfm). Include transcript from the Edge. If making a hard copy of the portfolio, print the transcripts separately from this document and insert the transcript after this page. If making a digital copy, insert screen shots of the individual transcript pages or use Acrobat Pro to combine files.

(Insert screen shots here.)

### **Professional Philosophy**

In the ILP Review Panel Report only your FLOs were assessed. Now your Professional Philosophy will also be evaluated. Please include the current version below. While your panel did not assess your Professional Philosophy in the ILP meeting, they may have provided helpful tips for improvement that you should consider as you revise/update your Professional Philosophy.

(Type current Professional Philosophy here.)



# Faculty Learning Outcome #1



Action Research Project

(Entire FLO#1/AR Project will be evaluated for effectiveness of presentation: Each section should be written clearly and coherently, presented and edited professionally, and uploaded into the AR Builder.)

### **Faculty Learning Outcome #1**

Approved FLO#1

(type here)

### **Essential Competencies and Indicators Addressed**

Add or subtract essential competencies and indicators as needed, with at least 2 indicators required per essential competency. For the SoTL essential competency, all indicators are required.

Competency (in alphabetical order)

* indicator
* indicator

Competency (in alphabetical order)

* indicator
* indicator

Scholarship of Teaching and Learning

(All indicators are required for Scholarship of Teaching and Learning)

* + Produce professional work (action research or traditional research) that meets the Valencia Standards of Scholarship
	+ Build upon the work of others (consult experts, peers, self, students)
	+ Be open to constructive critique (by both peers and students)
	+ Make work public to college and broader audiences
	+ Demonstrate relationship of SoTL to improved teaching and learning processes
	+ Demonstrate current teaching and learning theory & practice

### **Clear Goals**

Abstract: Concise summary of project and results. Research Question: Included as approved in ILP Review Panel Report.

#### Abstract

Your abstract should clearly and concisely summarize and highlight the primary points of your Action Research Project. The purpose is to help colleagues quickly decide if your project can support their own project or practice. The abstract should include purpose, methods, and results of project. An abstract should not be longer than ½ page or 125 words.

Abstract

(type here)

Research Question

The research question(s) as approved in ILP Review Panel Report must be included here as approved on ILP.

Research Question

(type here)

### **Adequate Preparation**

This section should discuss your self-perspective about the FLO and research question, as well as your consultation with others - student, colleague, and expert perspectives - that helped you prepare for the action research project in relation to the FLO/research question. Each perspective should integrate and synthesize the relevant information in ½ to 1 page.

Student Perspective

Student Perspective seeks to address the following questions: What do my students say about the situation I've identified in my research question? What evidence do I have from students’ that has informed this project? Do they confirm or fail to support my assumption about what I think is going on in the classroom? What strategies will I use to collect student opinions?

Student Perspective

 (type here)

Colleague Perspective

Colleague Perspective seeks to address the following questions: What do my peers think about the problem/situation/success I've identified in my research question? Do they confirm or fail to support my assumption about what I think is going on in the classroom? Do they experience similar things in their practices? Do they perceive my research question as a worthwhile item for investigation? How can I get this information from them? To obtain information on colleagues’ perspectives, you might utilize and document discussions, surveys, workshops, etc.

Colleague Perspective

 (type here)

#### Expert Perspective

Expert Perspective is a mini research paper approximately 1 page in length and seeks to address the following questions: What do experts in the field say? Do they confirm or fail to support my assumption about what I think is going on in the classroom? What does a review of relevant literature reveal? Is there professional literature or scholarly writing related to my question? What kind of research can I do to assist me with my question? Is the literature consistent with my ideas and assumptions? To obtain the expert perspective, you should conduct a review of the current peer-reviewed literature. Include References at the end of this section.

Expert Perspective

 (type here)

#### Self-Perspective

Self-Perspective seeks to address the following questions: What does my own personal experience tell me? Does it confirm or fail to support my assumption about what I think is going on in the classroom? Why have I identified the question above? What personal experiences inform me that this is a worthwhile question? What makes this question important to me?

Self-Perspective

 (type here)

### **Appropriate Methods**

Methodology(ies) is/are appropriate for achieving the FLO and follow(s) the rigors of the discipline; description is clear; and assessment plan gauges the effectiveness of the FLO comprehensively.

**Methods**

#### Student Learning Outcome(s)

SLO states what a student should understand and/or be able to do as a result of what she has learned in a course, library orientation, or counseling session. Consider the following questions: What will my students know and be able to do better as a result of the intervention, innovation, or strategy I employ here? Does the SLO connect to or support the outcomes of a course or program? Does the SLO describe learning that is meaningful in a real-world context? Effective Student Learning Outcomes should be results-oriented, clearly written, measurable, and critical to teaching and learning. Candidate may have multiple SLOs, if applicable.

Student Learning Outcome(s)

 (type here)

#### Performance Indicators of Student Learning Outcomes

With each Student Learning Outcome, Performance Indicators identify the incremental steps students take to achieve the learning outcome. Performance Indicators are pre-determined criteria, stated by you, that identify these steps. The following questions can help you identify the performance indicators of the student learning outcomes for your project. Answer the questions that are relevant to your project as a way to focus your ideas. What specific qualities or evidence will I observe in the students' work/performance/behavior that will demonstrate to me they have achieved this competency or indicator? What is the minimum level of performance I am willing to accept from a student to say he or she has achieved the learning outcome(s)? (This is your criteria.) What student core competencies and indicators (TVCA) are related to these outcomes? Effective Performance Indicators of Student Learning Outcomes clearly identify the incremental traits of mastery sequenced for optimum learning. If multiple SLOs are identified, indicators should be listed for each SLO.

Performance Indicators of Student Learning Outcomes

 (type here)

#### Teaching Strategies of Student Learning Outcomes

Teaching strategies should be appropriate for achieving the SLO, should follow the rigors of the discipline, and should be clearly explained step by step. The following questions can help you decide the methods, strategies, and/or techniques to support student mastery of the student learning outcomes you identified in your project. Answer the questions that are relevant to your project as a way to focus your ideas. What are my learning activities? Will these activities prepare my students for mastery? What are the processes for taking students from beginning to end? How can I establish an inclusive and safe learning environment for my students during this process? How will my students make connections with the content, each other, and the instructor, counselor, or librarian? How am I going to keep records of the processes (student learning, teaching strategies, etc.) for my action research project? Will I create and/or use rubrics, specific activities, surveys? What types of artifacts will I want to collect that will be relevant to my teaching strategies? E.g., Written methods: personal journal or diary, field notes, surveys, questionnaires. Live methods: Interviews, role play, video or audio tape. Include reference to relevant artifacts. Include references and links to relevant artifacts.)

Teaching Strategies of Student Learning Outcomes

 (type here)

**Assessment Strategies**

#### Assessment Strategies

Assessment strategies should include a comprehensive set of formative and summative assessment tools that adequately measure the SLO performance indicators. The following questions can help you decide the most effective assessment methods. Answer the questions that are relevant to your project as a way to focus your ideas: How will I measure the performance indicators described in the Student Learning Outcomes section? What tool(s) am I going to use to measure/gauge how my students perform in relation to the indicators in the Student Learning Outcome? Are there tools I can use that will give the students formative feedback (prior to receiving summative feedback)? How will my students know the standards or criteria their work will be evaluated against?

When choosing an assessment technique, I should ask myself: Is the assessment technique chosen appropriate to my goal? Can I integrate the assessment technique into my activities? Will it contribute to learning? When applying an assessment technique, I should ask myself: Have I tried it? Have I done a run-through with a colleague? How will I make its purpose clear to students? How will I make its process clear to students? How will I provide the necessary practice for students? Have I allowed enough time to apply the technique? Include references and links to relevant artifacts.

(type here)

**Action Research Methodological Design**

#### Action Research Methodological Design

The AR methodology design should be replicable and should provide feedback that informs your practice and areas you were seeking to improve. The following questions can help you decide the most effective methods to measure the usefulness of your innovations. Answer the questions that are relevant to your project as a way to focus your ideas: How will I know whether or not (to what degree) my innovations have worked? Have I planned how I will analyze the data? Have I collect a reasonable amount of data? Is my process of analysis manageable? Have I planned adequate time to do the analysis?

Consider the validity of your results: What kind of evidence will I produce to judge the value of my innovation(s) incorporated in my action research project? For example,

* If applicable, compare the results of a base class and pilot class
* If applicable, compare the results of a base assignment and pilot assignment
* If applicable, compare the results of a base class with aggregate departmental data

Consider the reliability of your results: Will the statistics be the same if another researcher replicates your project? If you replicate the project in other classes, how will you demonstrate reliability and/or effectively describe your project for replication? Include references and links to relevant artifacts.

(type here)

### **Significant Results**

Project results should be analyzed in relation to the original FLO and research question(s), and explanation of the evidence and supporting artifacts should demonstrate that you have learned, achieved, or accomplished the FLO. Explanation should include description of how project results will inform your practice and impact student learning. Evidence and supporting artifacts should be sufficient to demonstrate achievement of the FLO. You should use an effective mix of text and graphics to clearly present and explain the data/findings/results. Student work/feedback, if applicable, should document the achievement of the goals of the FLO. Remove students’ names from all student work.) The following prompts can help you explain the findings of your Action Research Project. Answer the questions that are relevant to your project as a way to focus your ideas: How shall I describe the results of my project (tables, graphs, narratives)? How well have I labeled and explained my graphs/charts? How well did my students accomplish the SLOs? Did the methods remedy the problem in terms of changes in knowledge, abilities, attitudes, and commitment of students and/or of myself? Were the results what I expected?

(type here)

### **Reflective Critique**

The reflections include what you learned completing ARP both in general and for each Essential Competency.

#### General Reflection

Approximately ½ to 1 page: Reflect on what you learned while completing the ARP. The reflection should relate the project to student learning and the research question(s) and should include plans for improvement and revision of your teaching/counseling/ librarianship practice in light of the project results. An essential function of the action research concept is to value the importance of looking back on one's work, both in terms of process and results. The overarching questions to answer are 'How do you intend to use the results of this project?' and 'What would I do differently next time?' The following prompts can help you formulate a purposeful reflection on your project. Besides these questions, the following questions may also help you focus your reflection: Given my results, how will I use this information to improve student learning in the future? To improve my practice? What additional questions arose that I might want to pursue? Do I have further research questions? How might I change my research question in light of the results? What other innovation might I try next time, based on these results? How relevant or realistic were my standards or expectations? How might my research question be investigated in the future?

General Reflection

 (type here)

#### Critical Evaluation of Each Essential Competency in this FLO

Approximately ½ to 1 page for each essential competency: In alphabetical order, list and reflect on each essential competency -- and the selected indicators -- that this FLO addressed. For each essential competency, reflect on how the methods used to demonstrate the essential competency and its indicators aided student learning and/or helped you become a better counselor, teacher, or librarian. Discuss how the methods used could be improved in light of the project results in order to improve student learning. Do not refer to your general practices outside of the FLO being discussed; reflection should be specific to this FLO.

**Essential Competency (in alphabetical order)**

(Competent critical evaluation of methods and results used to demonstrate this essential competency in this FLO; insightful discussion of possible improvements)

* indicator
* indicator

Reflection:

(1/2 to 1 page reflection on the competency and selected indicators – see above).

**Essential Competency (in alphabetical order)**

(Competent critical evaluation of methods and results used to demonstrate this essential competency in this FLO; insightful discussion of possible improvements.)

* indicator
* indicator

Reflection:

(1/2 to 1 page reflection on the competency and selected indicators – see above).

**Scholarship of Teaching and Learning**

*(All indicators required. Competent critical evaluation of methods and results used to demonstrate this essential competency in this FLO; insightful discussion of possible improvements)*

* Produce professional work (action research or traditional research) that meets the Valencia Standards of Scholarship
* Build upon the work of others (consult experts, peers, self, students)
* Be open to constructive critique (by both peers and students)
* Make work public to college and broader audiences
* Demonstrate relationship of SoTL to improved teaching and learning processes
* Demonstrate current teaching and learning theory & practice

Reflection:

(1/2 to 1 page reflection on the competency and identified indicators – see above).

#### Plan for Dissemination

You are required to upload the action research project into the AR Builder in Atlas and to distribute the portfolio to the dean and panel members. Note those actions here and discuss any other plans for dissemination. The following prompts can help you identify how you plan to make your work public, beyond the Action Research Builder. Will I present my result to my ILP Review Panel? Department or discipline colleagues? Valencia faculty development forums, such as Destination, Faculty-to-Faculty, Assessment Initiatives? Professional journal article? Professional conference presentation?

Plan for Dissemination

 (type here)

### **Supporting Artifacts for FLO#1**

Include supporting artifacts such as teaching/learning tools, assessment tools, data results, and student work in appendix to FLO#1. Use consistent terminology when referring to artifacts in text and labeling the artifacts. Remove students’ names from student work.

(type here)



# Faculty Learning Outcome #2



Entire FLO#2 will be evaluated for effectiveness of presentation:

Each section should be written clearly and coherently and presented and edited professionally.

### **Faculty Learning Outcome #2**

Approved FLO #2

(type here)

### **Essential Competencies and Indicators Addressed:**

Add or subtract essential competencies and indicators as needed, with at least 2 indictors required per essential competency. For the SoTL essential competency, all indicators are required.

Competency (in alphabetical order)

* indicator
* indicator

Competency (in alphabetical order)

* indicator
* indicator

Competency (in alphabetical order)

* indicator
* indicator

### **Adequate Preparation**

Explain what you did – workshops, books, articles, conversations, etc. – to prepare to achieve the FLO. Preparation should be relevant, clearly described, and adequate to achieve the FLO. Preparation should synthesize and indicate understanding of relevant scholarship/pedagogy. List seminars, sources and references.

(type here)

### **Appropriate Methods**

Explain the specific teaching methods, student learning activities, and assessment method(s) -- both formative and summative -- used to achieve this FLO, including specific steps and procedures. Also, describe learning experiences for students. Teaching and assessment methodology(ies) and strategies should be appropriate for achieving the FLO, should be clearly explained step by step, should be adequate to gauge the effectiveness of the FLO, and should follow the rigors of the discipline. The assessment plan should be comprehensive. Include references and links to relevant artifacts within this document.

(type here)

### **Significant Results**

Evidence/artifacts, including applicable student work/feedback, should be sufficient to demonstrate achievement of the FLO. Explanation of the evidence should demonstrate that you have learned, achieved or accomplished the FLO. Student work/feedback, if applicable, should document the achievement of the goals of the FLO. Results should be insightfully explained, and additional questions for further exploration and revision of teaching/counseling/librarianship practices, if applicable, should be discussed. Include references and links to relevant artifacts within this document.

(type here)

### **Reflective Critique**

The reflections include what you learned completing ARP both in general and for each Essential Competency.

#### General Reflection

Approximately ½ to 1 page: Reflect on what you learned while completing the FLO. The reflection should relate the project to student learning and should include plans for improvement and revision of your teaching/counseling/librarianship practice in light of the project results.

General Reflection

 (type here)

#### Critical Evaluation of Each Essential Competency in this FLO

Approximately ½ to 1 page for each essential competency: In alphabetical order, list and reflect on each essential competency -- and the selected indicators -- that this FLO addressed. For each essential competency, reflect on how the methods used to demonstrate the essential competency and its indicators aided student learning and/or helped you become a better counselor, teacher, or librarian. Discuss how the methods used could be improved in light of the project results in order to improve student learning. Do not refer to your general practices outside of the FLO being discussed; reflection should be specific to this FLO.

**Essential Competency (in alphabetical order)**

(Competent critical evaluation of methods and results used to demonstrate this essential competency in this FLO; insightful discussion of possible improvements)

* indicator
* indicator

Reflection:

(1/2 to 1 page reflection on the competency and selected indicators – see above).

**Essential Competency (in alphabetical order)**

(Competent critical evaluation of methods and results used to demonstrate this essential competency in this FLO; insightful discussion of possible improvements.)

* indicator
* indicator

Reflection:

(1/2 to 1 page reflection on the competency and selected indicators – see above).

**Essential Competency (in alphabetical order)**

(Competent critical evaluation of methods and results used to demonstrate this essential competency in this FLO; insightful discussion of possible improvements.)

* indicator
* indicator

Reflection:

(1/2 to 1 page reflection on the competency and selected indicators – see above).

### **Supporting Artifacts for FLO #2**

Include supporting artifacts such as teaching/learning tools, assessment tools, data results, and student work in appendix to FLO#2. Use consistent terminology when referring to artifacts in text and labeling the artifacts. Remove students’ names from student work.

(insert here)



# Faculty Learning Outcome #3



Entire FLO#3 will be evaluated for effectiveness of presentation:

Each section should be written clearly and coherently and presented and edited professionally.

### **Faculty Learning Outcome #3**

Approved FLO#3

(type here)

### **Essential Competencies and Indicators Addressed:**

Add or subtract essential competencies and indicators as needed, with at least 2 indictors required per essential competency. For the SoTL essential competency, all indicators are required.

Competency (in alphabetical order)

* indicator
* indicator

Competency (in alphabetical order)

* indicator
* indicator

Competency (in alphabetical order)

* indicator
* indicator

### **Adequate Preparation**

Explain what you did – workshops, books, articles, conversations, etc. – to prepare to achieve the FLO. Preparation should be relevant, clearly described, and adequate to achieve the FLO. Preparation should synthesize and indicate understanding of relevant scholarship/pedagogy. List seminars, sources and references.

(type here)

### **Appropriate Methods**

Explain the specific teaching methods, student learning activities, and assessment method(s) -- both formative and summative -- used to achieve this FLO, including specific steps and procedures. Also, describe learning experiences for students. Teaching and assessment methodology(ies) and strategies should be appropriate for achieving the FLO, should be clearly explained step by step, should be adequate to gauge the effectiveness of the FLO, and should follow the rigors of the discipline. The assessment plan should be comprehensive. Include references and links to relevant artifacts within this document.

(type here)

### **Significant Results**

Evidence/artifacts, including applicable student work/feedback, should be sufficient to demonstrate achievement of the FLO. Explanation of the evidence should demonstrate that you have learned, achieved or accomplished the FLO. Student work/feedback, if applicable, should document the achievement of the goals of the FLO. Results should be insightfully explained, and additional questions for further exploration and revision of teaching/counseling/librarianship practices, if applicable, should be discussed. Include references and links to relevant artifacts within this document.

(type here)

### **Reflective Critique**

The reflections include what you learned completing ARP both in general and for each Essential Competency.

#### General Reflection

Approximately ½ to 1 page: Reflect on what you learned while completing the FLO. The reflection should relate the project to student learning and should include plans for improvement and revision of your teaching/counseling/librarianship practice in light of the project results.

General Reflection

 (type here)

#### Critical Evaluation of Each Essential Competency in this FLO

Approximately ½ to 1 page for each essential competency: In alphabetical order, list and reflect on each essential competency -- and the selected indicators -- that this FLO addressed. For each essential competency, reflect on how the methods used to demonstrate the essential competency and its indicators aided student learning and/or helped you become a better counselor, teacher, or librarian. Discuss how the methods used could be improved in light of the project results in order to improve student learning. Do not refer to your general practices outside of the FLO being discussed; reflection should be specific to this FLO.

**Essential Competency (in alphabetical order)**

(Competent critical evaluation of methods and results used to demonstrate this essential competency in this FLO; insightful discussion of possible improvements)

* indicator
* indicator

Reflection:

(1/2 to 1 page reflection on the competency and selected indicators – see above).

**Essential Competency (in alphabetical order)**

(Competent critical evaluation of methods and results used to demonstrate this essential competency in this FLO; insightful discussion of possible improvements.)

* indicator
* indicator

Reflection:

(1/2 to 1 page reflection on the competency and selected indicators – see above).

### **Supporting Artifacts for FLO #3**

Include supporting artifacts such as teaching/learning tools, assessment tools, data results, and student work in appendix to FLO#3. Use consistent terminology when referring to artifacts in text and labeling the artifacts. Remove students’ names from student work.

(insert here)



# Essential Competencies Addressed Outside the FLOs



To be used only if you did not demonstrate all competencies within your FLOs. Candidate discusses the preparation and process undertaken to address the specified Essential Competency in the candidate’s practice. Approximately 3 pages.

### **Evidence of How Specific Essential Competency is Demonstrated in Practice**

Candidate provides evidence (supporting artifacts) sufficient to demonstrate growth in the specified Essential Competency, including student work if applicable.

(type here)

### **Critical Evaluation of Methods and Results**

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.

(type here)