

Teaching Portfolio

You will design your portfolio as a series of materials on a Canvas sandbox/development site so that these materials are easily available for you to use in class next semester. Feel free to have reflective components link out to elsewhere. I will have access to your Canvas sites, but please put the link here when you consider your portfolio complete so that I know you are ready for to be graded.

Request a Canvas sandbox

site: <https://www.bsu.edu/about/administrativeoffices/online-and-strategic-learning/canvas-at-ball-state>

Dates

11/30-12/3: Portfolio Conferences

12/17: Final Portfolio Due

Your Portfolio will demonstrate that you have met the **course goals** through the following:

1. Reflection components that stress which threshold concepts in composition you value
2. Reflection components that show why you chose certain pedagogical approaches over others.
3. Reflection components that show how you fit your material with the BSU Writing Program
4. Reflection components that show your growth over the course of the semester.
5. Materials that fit the goals & curriculum of the BSU Writing Program.
6. Materials that reflect the goals you have articulated for yourself as a teacher.
7. A consistent and readable format for your materials that unifies your course and shows your ability to implement multimodal principles.

Your portfolio will include the following pieces:

1. Teaching Manifesto!

Working from our readings this semester, especially *Radical Hope*, write your own brief “teaching manifesto.” What do you believe about teaching? What do you value? From some general beliefs, be more specific about what you believe about teaching first-year composition.

This may be written or done as a video.

2. Annotations on Teaching Materials

This piece of the portfolio shows how what you wrote in your manifesto is enacted in your teaching materials. It could be one long document/video at the beginning of your teaching materials or you could break it into smaller paragraphs/videos for each part of the portfolio. It could also include annotations in the margins of documents.

Overall, your annotations should give me the context needed to understand the rest of your portfolio materials. For example, address the following:

- Is your spring course ENG 103 or 104?
- Are you using a course theme?
- What readings or threshold concepts influenced your work?
- Where have you adapted materials from and how do they fit with your specific class?
- What is your philosophy or reasoning for designing the course the way you have?

Overall, the annotations will demonstrate how the materials in your portfolio meet goals 1-4 above.

3. Teaching Materials for Spring 2022

This portion demonstrates your preparedness for teaching in spring. (If you will not be teaching in spring, please choose either 103 or 104 to do.)

You will include the following:

- **Complete Syllabus w/Daily Schedule**
 - All of your policies and syllabus statements for your spring course ready to present to students.

- Your daily schedule with homework, readings, and project due dates for your spring course. (Note: The unit plan worksheet will help you create this.)
- **4 Major Assignment Sheets**
 - All major assignment sheets for your spring course. These should be ready to go for next semester.
 - If you put grading criteria on individual assignments, include that here.
- **Course Grading Criteria** (Note: If you have grading criteria per assignment, you do not need this as a separate item.)

Otherwise, include:

- A letter and draft of a contract if you are using contract grading.

OR

- A general rubric or grading criteria that you plan to use for all assignments.

OR

- A detailed plan for developing grading criteria with your class.

4. Materials for the class you are NOT teaching in Spring. (i.e. If you are teaching 104, these are your 103 materials)

In order to be prepared for fall when you may be assigned a different course, include the following in your portfolio:

- An overall course sequence that explains what your major projects and units will be, how long you will allow for each, and why you are sequencing the course that way. (For example, Unit 1>Rhetoric Analysis (3 weeks).)
- All major assignment sheets (4 projects). These assignments may not be as polished as the ones for spring and may not yet include full grading criteria.
- One unit plan worksheet showing how you will scaffold readings and assignments to lead to the major project in that unit. Include readings and daily activities in the schedule for this unit.
- One daily plan worksheet showing how you would conduct one specific lesson in this course.

5. Acknowledgments/Works Cited

Either as a separate page or as annotations or links throughout your site, give credit where credit is due. Did you borrow an assignment from someone? Say so! Did you use a reading to develop your materials or as inspiration? Link to it!

Grading (50%)

Your portfolio will be graded holistically on how well you have met the above goals. *All materials must be included to pass the portfolio.*

In particular, I will be looking for the following:

- *Demonstration of Learning from ID601:* Are you applying the principles we learned in class to the creation of your own materials? Do you demonstrate this learning by referencing class concepts and sources in your introduction(s)?
- *Demonstration of Knowledge of BSU's FYC Program:* Do your materials fit with the goals of ENG 103 & 104?
- **Development of your own Teaching Philosophy and Values:** Have you thought through what you believe about teaching and how that fits with composition and the BSU first-year writing program? When (if) you adapt materials from elsewhere, do you explain how they fit with your own pedagogy? Do you have reasons for what you do beyond that fact that it sounds fun or cool?
- *Overall Course Design:* Are your materials scaffolded so that each lesson builds on the next? Do the lessons fit together? Did you apply backward design?
- *Readiness of Materials for the Classroom:* Are you ready to begin teaching? Are your materials well structured, well designed, and ready to go? Could another teacher step in and use them if necessary? NOTE: This applies mostly to the course you are teaching next semester.
- *Consistency of Materials:* Are your assignments and materials designed in a consistent way so that students get a clear understanding of what is expected? Do you have a similar structure and design for all your assignments and your Canvas page?