

**TO BE COMPLETED BY PROBATIONARY/PERMANENT FACULTY
AND BY PART-TIME FACULTY IN THEIR SIXTH-SEMESTER EVALUATION.**

GENERAL GUIDELINES

- **Start now!** Many of the possible components of a teaching portfolio (see list below) are difficult, if not impossible, to obtain after you have finished teaching a course. Collecting these components as you go will make assembling your final portfolio much easier.
- **Give a fair and accurate presentation of yourself.** Don't try to present yourself as the absolutely perfect teacher. Highlight the positive, of course, but don't completely omit the negative or areas where you can improve.
- **Be selective in which materials you choose to include,** though be sure to represent a cross-section of your teaching and not just one aspect of it. A relatively small set of well-chosen documents is more effective than a large, unfiltered collection of all your teaching documents.
- **Make your organization explicit to the reader.** Use a table of contents at the beginning and tabs to separate the various components of your portfolio.
- **Make sure every piece of evidence in your portfolio is accompanied by some sort of context and explanation.** For instance, if you include a sample lesson plan, make sure to describe the schoolyear, the children, and, if you have actually used the lesson plan, a reflection on how well it worked.

WHAT TO INCLUDE

1. Teaching Philosophy

Year One

Teaching Statement: A Teaching Statement is a purposeful and reflective essay about your teaching beliefs and practices. It is an individual narrative that includes not only your beliefs about the teaching and learning process, but also concrete examples of the ways in which you enact these beliefs in the classroom or other learning environments. At its best, a Teaching Statement gives a clear and unique portrait of the you as a teacher, avoiding generic or empty philosophical statements about teaching.

Your Teaching Statement can address any or all of the following:

- *Your* conception of how learning occurs
- A description of how *your* teaching facilitates child learning
- A reflection of why *you* teach the way you do
- How you adapt your teaching strategies to different children and families
- The goals *you* have for yourself and for your students
- What, for *you*, constitutes evidence of student learning
- The ways in which *you* create an equity-minded, accessible, and inclusive learning environment for children and families
- *Your* interests in new techniques, activities, and types of learning
- Goals *you* have as a mentor to ECE students
- Goals *you* have as a partner to CDP families
- *Your* goals as an early childhood professional for Marin County QRIS

Year Two Onward

Reflect on your Teaching Statement and address how you are incorporating new experiences (trainings, professional development, assessment, child portfolios, parent feedback, ECE faculty input, etc.) into your teaching. If your Teaching Philosophy has changed, please explain.

2. Equity Statement

College of Marin defines equity as: recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities (Education Trust-West).

The College of Marin has defined "Equity-Mindedness" as: the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American education.

Year One

Your Equity Statement should address: How do you ensure equitable child learning outcomes are reached across our diverse children and families served to address historical and systemic disparities?

Year Two Onward

Reflect on your Equity Statement and address how you are incorporating new experiences (trainings, professional development, parent feedback, ECE faculty input, etc.) into your teaching and the greater COM community. If your Equity Statement has changed, please explain.

3. Teaching Goals

Describe your teaching and professional goals for the next year. From year two onward, provide a brief update on your progress.

4. Documentation of Teaching

Provide the following documentation for the current Fall and Spring Semesters:

- A. A specific example that demonstrates how your teaching contributes to an equity-minded, accessible, and inclusive learning environment
- B. Evidence of mentoring ECE students. Examples include completed student teacher evaluation forms, logs of student teacher weekly meetings with topics, photo and/or video documentation
- C. Sample of Desired Results Developmental Profile (DRDP) completed in Fall and/or Spring semester with reflective comments on how the DRDP informed your teaching in regard to this child and his/her family with case notes, anecdotal evidence, IEPs, and/or photo documentation
- D. Sample of County/State/Federal compliance documents completed within school year to show adherence to external mandated regulations (CECO webinar completion certificates, CACFP food program certificates, Fire/Emergency drill, ECERS or trainings completed for Marin QRIS, LIC forms for Licensing, Learning Genie entries for child assessment)

Child Development Program Teaching Portfolio

5. Professional Development & Currency in the field

Your activities can include any or all of the following:

- A. Participation in seminars, training, and professional development on teaching
- B. Design of interdisciplinary or collaborative teaching projects (with children, fellow instructors, ECE faculty, director)
- C. Use and evaluation of new methods and materials for teaching, assessing and learning (use of electronic format, state and/or federal competencies)
- D. Preparation of an emergent curriculum approach to a children's project
- E. Description of teaching and/or learning improvement projects developed or carried out (learning environment, project approach, field study)
- F. Maintenance of currency through conference attendance, child development webinars, food program trainings, ECE books and/or literature reads
- G. Research, fundraising
- H. Membership and/or participation in professional organizations
- I. Newsletters, publications, exhibitions, performances, productions, conference talks/posters
- J. Recognitions, awards, acknowledgments

6. Year Two onward: Teaching Effectiveness

In this section, reflect on the data from DRDP reports and family surveys from the previous academic year to identify your teaching strengths and areas for improvement within an equity lens.

For evidence of teaching effectiveness, you need to consider in your reflection:

- A. Parent survey results, parent letters, and other parent feedback
- B. Evaluation feedback from the Evaluation Team
- C. DRDP results for children in your group
- D. Innovations in your teaching that you have implemented over the past few years
- E. How equity factors into your teaching
- F. How you define success in the classroom and what it looks like

In addition, you may consider:

- A. Feedback from Early Childhood Mental Health consultant and partners
- B. Other evidence of teaching effectiveness (such as observations, student teacher feedback)

7. Professional Responsibilities & Contributions to the District, Department, and Community

Faculty are obligated to perform professional service duties, comply with District policies, submit paperwork on time (e.g., absence reports, probationary or evaluation professional goals, state/federal mandatory certificates of completion), attend convocation, participate in required number of Flex activities, hold required number of family conferences, and attend department meetings.

In addition to your obligations, identify other professional responsibilities and contributions, which may include:

- Service to the department and discipline (e.g. meeting participation, department collaboration, curriculum development, updating of program practices, compliance with county/state/federal mandates)
- Service to the District (e.g. evaluation of practicum students, strategic program planning)
- Participation in funds development (e.g., fundraising)
- Implementation of long-term program planning projects

- Facilitate Flex workshops
- Assesses Student Learning Outcomes via Learning Genie input, DRDP portfolios, and parent-teacher conferences
- Volunteer opportunities, such as tabling for COM and COM groups at county-wide events, working at COM special events, concerts, sporting events, pre-K-12 events, outreach fairs for COM, and public speaking engagements related to your work for COM
- Student engagement, such as faculty advisor/mentor, student groups, learning communities, college-wide events
- Family engagement activities including meeting planning, parenting workshops, and family presentations and/or events.

Content adapted from:

"Teaching Portfolios" by Center for Teaching, Vanderbilt University