

Consider this portfolio as an ideal teaching summary you can take on job interviews to illustrate how teaching has influenced your career choices. To apply for Pff Plus (Distinction in Teaching), the applicant must put forth a digital portfolio with the following sections. This portfolio is designed to illustrate to future employers your distinction in teaching. It is suggested to use Microsoft Word, 12pt Font, Times New Romans, 1-in Margins. A table of contents is preferred for easy review. Please scan all documents and paste them into one “docx” file. Your portfolio will be judged according to the following rubric. All sections described below must be included for consideration.

- I. Pff Basic Level Certification: *Application must include Pff Certificate including date of acceptance. If the certificate has not been distributed, but recognition has been identified by a document (such as an email from CTE), such documentation should be included.*
  
- II. Materials as instructor of record for a course including:
  - a. Written syllabus for course taught within the department. *Include at least one syllabus from a course you taught as full instructor of record.*
    - 1) Must show detailed view of classroom management and forethought of semester development
    - 2) Must be clear and direct on grading
    - 3) Clear indication of support for students (office hours, email, etc.)
  - b. Developed and implemented both summative and formative assessments. *Provide one prototypical summative and one prototypical formative assessment you gave in class you taught as full instructor of record. Include a paragraph for each assessment describing how the assessment was used to provide you with information on student learning.*
    - 1) Must show examples of summative and formative assessments. Include artifacts from class with an explanation of why they are formative or why they are summative.
    - 2) Explanations must provide background information (at least one paragraph) to justify each assessment’s use and reflect upon the assessment’s use. (e.g. I wrote my final exam (summative) as cumulative and spent time including multiple topics in one question due to limited time....I had in-class exit slips to gauge student understanding of the chain rule ...).
  - c. Developed and implemented lesson plans. *Lesson plans must include learning goals, timeline with clear agenda, and reflection on how lesson plan went.*
    - 1) Learning Goals: What the students should be able to accomplish after class (e.g. students will be able to take the derivative of a product of functions by using the product rule).
    - 2) Timeline: Structure of class design with time allocated appropriately. Additionally, there should be clear notes for each structure on timeline that align with student goals.
    - 3) Reflection: A reflection on whether the instructor’s students met their learning goals and how they know.
  
- III. Student evaluations including:
  - a. Student numerical evaluations were at or above departmental standards for the course. *State two courses you taught, the global index average, and the instructor evaluation average (Part 2 of Math Dept. Evaluation) for at least two courses taught as instructor of record in math department.*
    - 1) Looking at overall Global Index for two courses taught, difference amongst classes taught as instructor of record need to be higher than department average (average the differences).
    - 2) Looking at Instructor Evaluation for two courses taught, difference amongst classes taught as instructor of record need to be higher than department average (average the differences).
  - b. Student written comments on evaluations were incorporated into teaching. *List a summary of statements from student evaluations from two courses you taught as instructor of record and how they have guided your teaching.*
    - 1) Summarize comments from the two courses.

- 2) Include a one-paragraph summary of student comments on teaching evaluations for these two courses. Describe how student comments from student evaluations were incorporated into future classes taught.
- IV. Peer Observations and feedback including:
- a. Observation by another instructor of a course in which you were the instructor of record. *Include a teaching observation from a faculty member and a one-paragraph summary.*
    - 1) Attach observation and description of observation as well as observer.
    - 2) Describe what you learned from the observation.
  - b. Your observation of another instructor. *Provide an observation that you completed in observing another instructor of record and a one-paragraph summary.*
    - 1) Attach observation and description of observation.
    - 2) Describe what you learned from the observation including how it influenced future classes you teach.
- V. Write a teaching philosophy including: *(One-page summary of how your experiences define specific perspectives you have on teaching)*
- a. Perspectives on and distinctions between teaching and learning.
    - 1) Summarize your philosophy in the first paragraph.
    - 2) Describe relationships between your teaching and student learning.
  - b. Reflections on your teaching experiences.
  - c. Explanation of how those experiences influence your method(s) of teaching.
- VI. Attendance to at least two professional development sessions related to teaching above the PFF Basic Level Certification. *(Give proof of attendance and include reflections or summaries written during or after professional development for the Center of Teaching Excellence)*

Submit to Dr. Sean Yee ([yee@math.sc.edu](mailto:yee@math.sc.edu)). Allow up to three weeks for a review prior to receiving credit and confirmation.