

TO: English Lecturers  
FROM: Erika Olbricht, Kim Emmons, and Peter Whiting  
CC: Mary Grimm, Megan Jewell  
DATE: 21 August 2009  
RE: Writing Instruction Portfolio (2009-10)

As the SAGES program has evolved, one of the emerging challenges has been finding mechanisms to allow English Lecturers to demonstrate their teaching effectiveness and excellence so that they may be recognized and rewarded. In AY 2009-2010, we have taken steps to address this challenge by creating the position of the SAGES Instructional Coordinator and, as the following document describes, instituting a Writing Instruction Portfolio that will standardize the collection of program and teaching information and allow the Writing Programs to provide more support for its instructors and to develop a better curriculum for its students.

This portfolio is required of all full and part-time English Lecturers. The goal of this portfolio is to demonstrate your ongoing instructional and professional growth as it relates to your role in the writing curriculum at Case. Portfolios will be reviewed by a committee in the spring in order to determine the coming year's teaching assignments and as part of the re-hiring / review process.

For the 2009-2010 school year, completed portfolios will be due around midterm in the Spring semester—a more definitive date will be forthcoming. You may turn in either a pdf or print version. Portfolios should be focused on the current academic year and should not exceed 25 pages of material, not including any course evaluation forms. If applicable, course evaluations for seminars taught in Spring 2009 may be included as well. You will receive feedback on your portfolio after the committee meets.

#### Required Documents for the Portfolio:

- Current CV, including professional development workshops attended (such as UCITE, Baker-Nord workshops, or the post-doc colloquium)
- Self Assessments A and B (see prompts, attached)
- Peer Review of one of your WRC tutoring sessions
- A careful selection of the following types of documents, prefaced by a reflection on how this collection of materials demonstrates your instructional goals and outcomes:
  - Classroom and/or workshop materials (syllabi, prompts, rubrics, assignments, examples of student work resulting from the workshop)
  - E-mails (or other communications) from seminar leaders and/or students giving feedback about your instructional performance
  - Narrative & numeric course evaluations, if available
  - Feedback from seminar leaders about your writing instruction (in development)
  - Classroom observation memo\*
  - Other documentation that provides evidence of instructional successes

\*Classroom observation is voluntary. If you would like one of the Committee on Writing members to observe and provide feedback on your classroom work, please feel free to arrange such a visit (or contact Erika Olbricht for help setting one up).

**Self-Assessment A**

This self assessment should be completed at the beginning of the Fall term and should be no more than one single-spaced page. Factor in classroom instruction and WRC instruction along with the other ways that you engage in and contribute to the writing curriculum at Case.

Please send Erika Olbricht a copy of this self-assessment by October 1.

1. What are your instructional goals for the coming academic year?
2. What challenges do you anticipate facing in terms of instruction this year? How will you bring your past instructional successes to bear on those challenges?
3. What are your professional goals for the coming academic year?

**Self Assessment B**

This self assessment should be included in the final Writing Instruction Portfolio and should be no more than two single-spaced pages. Factor in classroom instruction and WRC instruction along with the other ways that you engage in and contribute to the writing curriculum at Case.

1. Reflect on your instructional experiences over the academic year, revisiting self-assessment A. Did you meet your goals?
2. How did your actual challenges differ from those anticipated? What particular successes would you note from the year?
3. Revisit your professional goals from self-assessment A. Were you able to accomplish them? What opportunities presented themselves in the course of the year?