



## Guidelines for Constructing a Teaching Portfolio

### What is a Teaching Portfolio?

- Describes an instructor's major strengths and teaching achievements
- Provides documents and materials which collectively suggest the scope and quality of an instructor's teaching proficiency
- Demonstrates one's teaching credentials to colleagues and administrators
- Provides a means for assessment and development of courses
- Provides a way to compare individuals for teaching awards, contract renewal, or promotion
- Provides documentation of a program or division's teaching effectiveness
- Helps a faculty member to think critically about his or her teaching
- Guides and informs readers through a sampling of teaching documents
- Product of collaborations with colleagues, mentors, students

### What does a Teaching Portfolio contain?

- Elements
  - Evidence of teaching
  - Reflections on that evidence
- Key Questions
  - Why do I teach? – teaching goals
  - How do I teach? – objectives for achieving teaching goals
- Focus
  - Emphasis on delivery and learning rather than on content
- Format
  - Reflections on Evidence
    - Explain, elaborate, highlight evidence listed in appendices
    - Convey to the reader teaching style, teaching philosophy, efforts to improve craft
  - Evidence
    - Attached appendices – short, easily produced, illustrative
    - Appendices available upon request
- Sample Format
  - Table of Contents
  - Statement of Teaching Philosophy
  - Statement of Teaching Goals
  - Statement of Teaching Responsibilities
  - Statement of Innovative Teaching Practices
  - Assessment of Teaching Effectiveness
  - Awards and Recognitions
  - Attached Appendices
    - Sample Course Syllabi
    - Sample of Comments on student paper

- Sample of student assessment
- Sample Lectures
- Sample Assignments
- Sample Examinations
- Sample Handouts and Transparencies
- Copy of peer evaluations
- Summaries of student evaluations
- Copy of TLC classroom assessment
- Appendices Available Upon Request
  - Daily handouts
  - Syllabi and handouts from other courses
  - Teaching Certificates and Awards

### How do I construct a Teaching Portfolio?

- Step 1: Articulate a teaching philosophy or statement about your teaching
  - A broad personal statement which can answer one or more of the following questions:
    - How do I teach?
    - Why do I teach?
    - What are my teaching goals, methods, and strategies?
    - What are my goals for what students will learn?
    - What are the objectives by which I will help them achieve these goals?
  - Collaboratively written in discussions with colleagues, mentors, advisors, students, and others
  - A work in progress
- Step 2: Gather your evidence
  - Collect Personal Material
    - Statement of teaching responsibilities
    - Course titles and descriptions
    - Personal teaching philosophy, strategies, objectives
    - Personal teaching goals
    - Representative course syllabi and reasons why courses are constructed this way
    - Description of steps taken to evaluate and improve teaching
    - Curricular revisions, new course projects, materials, assignments
    - Self evaluations
    - Publications on teaching
    - Documentation of awards, committee work, etc.
  - Collect Material from Others
    - Statements from colleagues who have observed teaching
    - Statements from colleagues who have witnessed out-of-class activities, such as instructional and curricular development and instructional research
    - Student course evaluations which show improvements in teaching effectiveness
    - Peer evaluations of teaching
    - Honors, awards, and other recognitions
    - Invitations for papers on teaching
    - Invitations to demonstrate effective teaching
    - Participation in teaching developments in the discipline
    - Documentation of classroom assessment by the TLC
    - Teaching research
  - Collect Products of Good Teaching
    - Student essays, creative work, lab books, publication, course-related work
    - Information about the effect of a course on student career choices, help given to students to secure employment or scholarships

- Statements from alumni
  - Examples of graded student essays along with comments
- Step 3: Organize Your Evidence
  - Decide how to group evidence and to summarize the contents
  - Prioritize data according to the goal of the Teaching Portfolio
- Step 4: Write a reflective and summary statement about the evidence
  - Identify teaching goals in a specific context
  - Strive to be concise and to the point
  - Summarize data, giving contextual clarification where needed
  - Describe evidence, explain its importance, and direct the reader to the appropriate appendices as documentation of your statement
  - Organize, review, evaluate, and summarize evaluations of teaching
- Step 5: Share your draft with others and revise
  - Seek out feedback from colleagues, mentors, advisors, and others
  - Read drafts of other colleagues portfolios and work together to clarify ideas
- Step 6: Rewrite the Curriculum Vitae and Cover Letter
  - Write a cover letter that includes a shortened summary of teaching philosophy, teaching interests and strengths, and experience to introduce the portfolio to the reader

## Conclusion

- A teaching portfolio is a way to:
  - measure and predict teaching effectiveness
  - document teaching proficiency
  - construct a meaningful statement of teaching abilities
  - improved delivery of a course
  - transform course content
  - develop new teaching methods and strategies
  - document successes and failures
  - compete for teaching awards and honors
  - change and improve teaching

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Adapted from Rodrigues-Farrar, "The Teaching Portfolio," The Harriet W. Sheridan Center for Teaching and Learning, Brown University, October 2001.