

# Teaching Portfolios

A Teaching Portfolio can be a paper document, but an online one (perhaps hosted at Google Sites, which is simple) allows for greater flexibility

- **Curriculum Vita.** The curriculum vita is an academic resume, and typically is much longer than a standard job resume, since it includes all relevant work, publications, teaching, employment, service, and professional development to academic life. You are strongly urged to collect and examine CVs from professors in your own disciplines to serve as a model. There are also many online sites that offer suggestions, such as this one from Purdue (<http://owl.english.purdue.edu/owl/resource/641/01/>) or the website from NC State (<http://careers.ncsu.edu/getting-experience/resumes-documents/curriculum-vitae-cv/>).
- **Teaching Philosophy.** A statement of Teaching Philosophy is typically 400-600 words. There is no single formula for writing an effective Teaching Philosophy statement, but at a minimum applicants should explain their beliefs about what constitutes good teaching. This page (<http://teachingcenter.wustl.edu/writing-teaching-philosophy-statement>), among many available online, offers suggestions for getting started.
- **Narrative.** The narrative is an essay that offers detail about your specific teaching examples and choices. If the teaching philosophy (see above) provides a glimpse at your THEORY of teaching, the narrative explains the PRACTICE, as well as how the theory is transferred to practice. One of the main elements of a paper-based teaching portfolio is the collection of documents typically held in an appendix. These documents offer examples of the teacher's practice, and typically include items created by the instructor (sample syllabi, lesson plans, test questions, essay prompts, grading rubrics, etc), items created by others (student evaluations, unsolicited notes from students, observation forms, etc), and evidence of student learning ("before and after" student essays, pre-and post-tests, etc). Note that not EVERY item listed above needs to be present; this is simply a list of possible inclusions. An e-portfolio can support links and attachments. Think of the narrative as an opportunity to "guide" the viewer's eye when looking at those attached documents—what elements need explanation or deserve to be pointed out as exemplary practices? The narrative can be anywhere from 2-10 double-spaced pages long when typed in word-processing software.

## Optional/Suggested

- **Video.** Consider including a video of yourself teaching an actual class. The video should not exceed five minutes. The goal is to provide viewers with an accurate representation of your teaching style, your choices when teaching, and how well you communicate. Note that the video need not be broadcast-quality; a simple point-and-shoot camera (or a smartphone) will usually provide adequate quality. Captions and fancy introduction "slides" are not necessary; simply start the video inside the classroom. We suggest you capture the video, upload it to YouTube (using the privacy setting "unlisted"), and then embedded within the page on Google Sites (see <http://support.google.com/youtube/bin/answer.py?hl=en&answer=171780> for help).

# Appendix

## **Materials Created by Instructor**

Materials that show that you have worked to improve your teaching and how you have done so.

1. Statement of teaching responsibilities (course titles and numbers, enrollments, required or elective, graduate or undergraduate)
2. A reflective statement describing personal teaching philosophy, strategies and objectives
3. Representative course syllabi detailing content and objectives, methods, readings and requirements
4. Description of curricular and instructional innovations such as new course projects, materials, and class assignments and assessment of their effectiveness
5. Steps taken to evaluate and improve one's teaching including changes resulting from self evaluation, time spend reading, and teaching goals for the next few years
6. Description of how instructional technology has been used to promote learning
7. A reflective statement on the arc of student evaluations over multiple semesters
8. Samples of syllabi
9. Samples of lesson plans
10. Samples of lecture notes / PowerPoints
11. Samples of writing (or project) assignments and prompts
12. Samples of grading rubrics
13. Samples of handouts and activities

## **Materials From Others**

Materials from outside sources commenting on your development as a teacher.

14. Student course or teaching evaluation data
15. Samples of unofficial midterm evaluations from students
16. Observation letter from peers in department/school
17. Observation letter from the chair of the department/school
18. A statement by the department chair assessing the teacher's teaching contribution to the department
19. Observation letter from ATLE
20. Annual letter from ATLE showing attendance in faculty development workshops
21. Student-generated feedback (unsolicited) such as emails
22. Statements from colleagues who have either observed the teacher in action or who have reviewed his or her teaching materials (e.g., course syllabi, assignments, testing and grading practices etc.)
23. Distinguished teaching awards or other recognition of teaching abilities.

24. Invitations to present at a conference on teaching (either in one's discipline or on teaching in general)
25. Statements from alumni on the quality of instruction

### **Evidence of Student Learning**

Materials that demonstrate the learning outcomes in your classroom and reflect on your effectiveness as a teacher. [Note: you must get the student's permission before using any of these materials.]

26. A videotape of the instructor teaching a typical class
27. Participation in off-campus activities relating to teaching
28. Samples of graded essays together with comments explaining why they were so graded
29. Student publications or conference presentations on course related work
30. Samples of student papers, creative work, and reports (perhaps together with successive drafts and the professors comments on how each draft could be improved)
31. Analysis of test scores across the semester (perhaps pre-and post-tests, such as a start-of-semester diagnostic and a final exam)

Adapted in part from Seldin, P. (1997) *The teaching portfolio*. 2<sup>nd</sup> edition. Anker, Bolton.