

Tips for Creating a Teaching Portfolio

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In the chat, please respond to these two questions:

In what capacity or role are you here?

What questions about this topic bring you here?

In this session, we will

- Review the administrative guidelines for AC 23
- Explain the purpose of teaching portfolios
- Describe the components of a teaching portfolio
- Review tips on getting started
- Discuss potential challenges and questions you might have

Review of the Administrative Guidelines for AC 23

Administrative Guidelines for AC 23: Teaching Portfolio

Candidates may also wish to submit a teaching portfolio that places their work in context, much as faculty share their programs of research and creative activity, in order to facilitate peer review.

Faculty members are free to include whatever evidence they may choose that displays how they go about teaching and what philosophy of teaching motivates their pedagogical decisions.

Administrative Guidelines for AC 23: Teaching Portfolio

All material in a teaching portfolio supplied by the faculty member is not included in the dossier, but rather should be included in the supplementary material retained at the department level, just as are copies of research publications and examples of creative activity.

It is assumed that, as with the case of supplementary materials for research, such supplementary teaching materials would be reviewed by evaluating committees and administrators prior to the college level, and that they would be available upon request at the college and university levels.

Administrative Guidelines for AC 23: Teaching Portfolio:

The formation of a teaching portfolio allows the individual faculty member to:

- (1) Explain the nature of the various teaching tasks assigned and undertaken.
- (2) Describe the means chosen to achieve those goals.
- (3) Provide evidence that the goals have been achieved.
- (4) State how one intends to teach more effectively in the future.
- (5) Write a statement about teaching philosophy

Purposes of Teaching Portfolios

What is a Teaching Portfolio?

- Factual description of teaching strengths and accomplishments
- Purposeful selection of materials, rather than a repository of everything
- Evidence of professional activity that directly supports student learning
- Explanation of specific strategies and methods that support student learning
- A structured method for reflecting on your teaching

Teaching Portfolios can have Multiple Audiences

While your teaching philosophy remains the same, you might highlight different evidence for different audiences.

- T&P committees
- Award committees
- Search committees
- Credentialing entities
- Peers in the profession/discipline
- General public
- Self

Why Develop a Teaching Portfolio?

"The portfolio is to teaching what lists
of publications, grants, and honors
are to research and scholarship"

(Seldin et al. 2010)

Why Develop a Teaching Portfolio?

- Present information about your teaching effectiveness for T&P, awards, credentials, or job applications
- Develop a personal/professional record and a structured means to
 - Self-reflect: refine your approaches/ methods, set goals
 - Self-assess: keep track of your own development, challenges, successes & accomplishments
 - Set goals
- Present yourself as a teacher-scholar – the portfolio as an artifact that stimulates discussion among peers or more broadly

Components of a Teaching Portfolio

Components of a Teaching Portfolio

- Summary of teaching responsibilities/nature of teaching tasks
- Teaching philosophy*
- Teaching goals & methods/ means chosen to achieve goals*
- Evidence that goals have been achieved*
- Future goals*

***Connected by a coherent narrative**

See handout "Components of Teaching Portfolios" for further description and examples

How to Get Started

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- Document your teaching
- Spend time with artifacts
- Reflect on your teaching philosophy

See handout "Brainstorming Ideas for the Portfolio " for further description and examples

How to get started: Document your Teaching

Begin to collect artifacts related to your teaching/interaction with students:

- Courses taught (syllabus, brief description, enrollment, etc.)
- Student feedback (mid-semester feedback and end-of-course feedback). See [Student Course Feedback Annotation](#) as a tool to reflect on feedback and offer context.
- List of advisees, mentees, student researchers, TAs
- Assignment prompts/exams
- Examples of your feedback on assignments
- Learning activities & materials

How to Get Started: Spend Time with Artifacts

Select an artifact and begin to articulate why it demonstrates something relevant about your teaching/student learning:

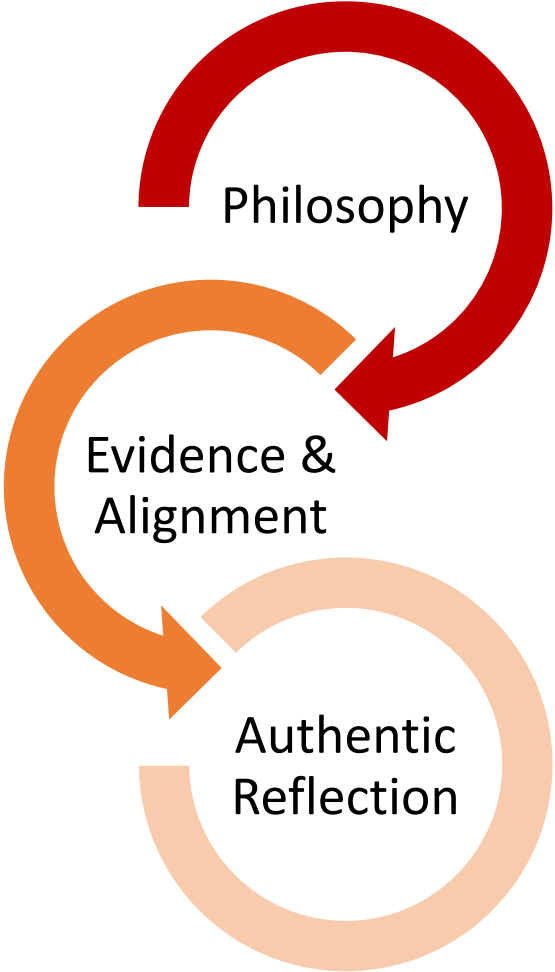
- What about your syllabus demonstrates your commitment to inclusive teaching?
- What about this assignment demonstrates that you are taking a student-centered approach?
- What about this activity demonstrates that you are scaffolding student learning?

How to Get Started: Reflect on your Teaching Philosophy

What moments, episodes, interactions come to mind that are reflective of your approach to teaching?

- Where is student learning most visible in your course? What can you say about the activity or assignment you developed that drives this?
- What is particularly difficult or challenging? What might this tell you about your views on teaching and learning?

To create a coherent narrative, connect your philosophy to evidence, and reflect on impact and future goals



[Teaching Philosophies and Teaching Dossiers Guide](#)

Developing your Narrative

- How does this artifact represent your values, beliefs, practices as an instructor?
- What role did this play in the classroom?
- What can you say about the effectiveness of the practice/material? How did it support student learning and student success ?
- How has it impacted your teaching?
- How might you use this in the future?

Example of a Coherent Narrative

Philosophy: I encourage learners to be critically reflective and believe that students best synthesize new knowledge by being provided opportunities to uncover and examine their assumptions and beliefs.

Strategy: Weekly on-line reflective learning journals. One-page reflective summaries for course projects and papers.

Evidence: Assignment description for online-reflective learning journals. Student course evaluation comments related to the development of their ability for critical reflection. Exemplary student submissions.

Example continued

Reflection: In course evaluations, students have commented on the value of these assignments, in creating a sense of relevance to the course material and communicating how they will use these learnings in their future academic and professional practices. It also streamlined my ability to provide directed feedback on their course projects and papers. [...] I will continue to explore other ways to incorporate critical reflection into student learning experiences, and will reduce the number of online journal submissions in future courses



**Questions that remain and
challenges you anticipate?**

See handout "Tips for Creating Teaching Portfolios" for common questions and more tips on getting started

Feel free to connect with us at the Schreyer Institute for Teaching Excellence

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