CONSTRUCTING A TEACHING PORTFOLIO

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TODAY’S GOALS & OBJECTIVES

• Describe teaching portfolios & why we use them
• Share components of effective portfolios
• Review guidelines and evaluation criteria for Teaching Excellence Award Portfolios
• Provide support for creating your portfolio
• Facilitate getting started
WARMING UP...

• In a few sentences, describe a teaching/learning scene recently in which you thought, “Hey, this is great—just what I want to have happen!”

• For those who have created a teaching portfolio in the past, what advice would you share with this group?

• What seems easiest or most enjoyable about creating your teaching portfolio? What seems most challenging, or what questions do you have?
ABOUT YOUR TEACHING PORTFOLIO

• Coherent set of materials: tells a story, “goes to show” key elements and/or themes of your teaching
• Reflects breadth, depth, and quality of your work as an educator
• Conveys practices, abilities, strengths, & achievements
• Integrates work samples and reflective commentary
• Presents and documents your philosophy-and-practice as an educator
WHY KEEP A TEACHING PORTFOLIO?

• To record your efforts and achievements as an educator
• To foster reflection on and refinement of your teaching
• To evidence “scholarly teaching” and consequent improvement of your teaching
• To document your teaching for external reviewers (e.g., renewal, promotion, tenure processes; job applications; awards; etc.)

* Think about what approach will work best for you for saving and organizing your materials over time.
COMPONENTS OF EFFECTIVE PORTFOLIOS

- See criteria sheet: what elements need to be included for the award reviewers?
- What counts as “teaching”?
- What counts as “evidence of student learning”?
- What can demonstrate my principles/goals?
- Think broadly about what could be included
- Think personally about what best fits your situation
COMPONENTS OF MASON TEA PORTFOLIOS

• No standard model or format
• Some standardized context data
  • Teaching vita, includes list of courses taught
  • Teaching statement
  • Student course evaluations

• Reflections and evidence that portray a compelling picture of you as an educator
  • Draw from multiple sources
  • Address multiple facets of teaching/learning
  • Offer explanations for all evidence included
  • Quality, significance, and relevance are more important than quantity: be selective
Criterion 1:
Evidence of growth and reflective practice as an educator

Criterion 2:
Evidence of support for student learning and engagement

Criterion 3:
Evidence of identification and measurement of student learning

Criterion 4:
Evidence of teaching effectiveness and impact
HINTS: EFFECTIVE PORTFOLIOS

Consider your readers: teaching-aware colleagues from diverse disciplines and backgrounds. How can you

- ...show your teaching in examples and language that resonates across disciplinary boundaries?
- ...convey how your principles/goals are connected to common understandings we share?
- ...convey how your teaching choices distinguish you from other experienced, talented teachers?
Consider your readers: teaching-aware colleagues from diverse disciplines and backgrounds. Where might they…

- …need (a little) more **background** about the structure, context, and/or goals of a course?
- …need (a little) more explanation of **disciplinary concepts** and/or their importance to learners?
- …benefit from (a little) more detail about **how you implement** a strategy or assignment?
- …expect (a little) more **analysis** of your teaching goals or choices than you might provide in a less formal conversation?
Frame your material with a narrative that helps readers understand your choice to include it.

- **Explain** your document: What is it?
- **Interpret** your document: Why include this material? What does this particular section illustrate about you as an educator?
- **Evaluate** your document: How does this document showcase your strengths? Describe, in the context of this entry, what you might do to strengthen your teaching.
- **Relate** your document: How does this connect to or strengthen other points you have made in the portfolio or in your teaching statement?
HINTS: EFFECTIVE PORTFOLIOS

Integrate your framing narrative into the portfolio documents, using some or all of these strategies:

- Preview a section with a page or so of writing that helps readers know what they’re about to see
- Interleave short expository paragraphs or pages within clusters of several documents
- Annotate documents using call-outs or comment boxes to help reviewers notice specific features
- Connect documents explicitly to your key narrative points and to the criteria they demonstrate, using any of the above methods
HINTS: EFFECTIVE PORTFOLIOS

Consider using a course or an assignment you have taught at different times as a vehicle for illustrating your growth as an educator.

- Describe the course early on. What did you do? How well did it work?
- What changed over time?
- Why did you make the specific changes you did?
- How do you know the changes were effective?
- Include syllabi or assignment guidelines “before” and “after”
HINTS: EFFECTIVE PORTFOLIOS

Think of “identification/measurement of learning” broadly and contextually.

- Consider formative as well as summative assessment: How, with what goals, and to what effect do you provide feedback to learners?
- Consider design as well as response: What questions, standards, or boundaries do you pose? Why those? With what responses from students?
- Consider the range of ways that students can demonstrate that they are engaged or learning, including but not limited to performance quality.
- Consider your assessments in context: how are they parallel to or divergent from others in that field or at that course level?
GETTING STARTED...

Drop an anchor

• Consider a time recently when you thought, “Yes! That’s how teaching/learning should go!”
• What was happening in that scene that most satisfied you? Who/what contributed to it?

Sight a trajectory

• In the last several courses you’ve taught, what’s one thing you’ve been doing more of and/or one you’ve been doing less of?
• What goals or achievements link to those trends?

Consider your roots

• Is there something you (nearly) always do, assign, and/or invite in your courses?
• Where does that come from? Why is it important?
GETTING STARTED...

Review your teaching statement & vita in light of the guidelines

Review the guidelines

- What information do you want to highlight for each criterion?
- What might you use as evidence?

How might you organize your portfolio

- By evaluation criteria?
- By themes from your teaching statement?

Select items for inclusion

- Illustrate your key concepts & show range/change
- Decide how to manage confidentiality in student work & student letters of support
FINAL THOUGHTS

- Remember your resources
  - Portfolios of previous TEA winners (in the Center & online)
  - Your colleagues/peers/partners/friends
  - Q&A with Shelley
  - Portfolio consultants
- Work bit by bit—manage your time
- Keep your goal and audience in mind
- Questions?

Thank you & Good luck!

Portfolios Due: Monday, 11 February, 2019