**Portfolio materials: Overview**

**Elements of a Teaching Portfolio**
- Self-statement of Teaching Philosophy
- Syllabus
- Activities & assignments
- Grading rubrics
- Teaching enhancement activities
- Classroom observation
- Evaluation of course materials
- Honors and awards
- Students' work
- Student work drafts
- Scoring on peer or self-graded student evaluations


**Portfolio materials: Course descriptions**

- **Level of course**
  - Freshman/senior
  - Major/non-major

- **Size of class**

- **Major topics covered**

- **Major responsibilities**
  - Designed syllabus?
  - Designed assessments (homework, in-class activities, quizzes, exams, papers)?
  - Format of responsibilities (lecture, discussion, problem session, grader)

**Portfolio materials: Course materials**

**Syllabus**
- 2-3 classes
- Consider developing one for a course you have not taught yet

**Course activities**
- 1-2 activities per course
- Consider developing one for a course you have not taught yet

**Sample student work**
- 1-2 samples of graded work per course

**Portfolio materials: Student evaluations**

**Kinds of evaluation data**
- Numerical ratings
- Comments

**What argument do you want to make?**
- Improvement over time
- Success with certain classroom formats
  - lecture, discussion/lab, service-learning
- Success with certain types of students
  - majors/non-majors, freshmen/seniors
- Success with certain content
  - survey courses, topic courses

**Consideration: Summary of ratings vs. all ratings?**

**Portfolio materials: Student evaluations**

**Summary student evaluations**
- Graph or tabulate numerical ratings including a paragraph of analysis
- Use 5-7 items from ratings
- Include 1-2 global items from ratings
- Group comments into 4 or 5 categories
  - Include one category addressing an area to work on
  - Include category descriptions (1-2 sentences)
  - Include 2-3 sample student comments supporting each category

**Summary student evaluations**
- Fall 2000
- Spring 2001
- Fall 2005
- Spring 2002
- Spring 2006
- German

**From the portfolio of Mihaela Petrescu, Department of Germanic Studies**
Starting the teaching portfolio

Your teaching portfolio should be an argument that demonstrates your teaching effectiveness.

- What is one piece of evidence that you might include in your portfolio?
- How does this piece of evidence illustrate your teaching effectiveness?

Portfolio materials: Content Introductions

How does each piece of your portfolio support your argument for your teaching effectiveness?

Content Introductions should:
- Explicitly connect each item to your argument of teaching effectiveness
- Demonstrate your selection process
- Be short – a 3-5 sentence paragraph will suffice
- Serve as a “user friendly” guide for the reader

Portfolio materials: Organization

Organized by course
- B101
  - Course description
  - Syllabus
  - Sample activity
  - Sample student work
  - Student evaluations
- B401
  - Course description
  - Syllabus
  - Sample activity
  - Sample student work
  - Student evaluations

Organized by document
- Course description
  - B101
  - B401
- Syllabi
  - B101
  - B401
- Sample activities
  - B101
  - B401
- Sample student work
  - B101
  - B401
- Student evaluations
  - B101
  - B401

Process

1. Summarize teaching responsibilities
2. Describe teaching philosophy, strategies, methodologies, and objectives
3. Select items for portfolio providing evidence from teaching philosophy
4. Prepare reflective statements about each item
5. Compile and arrange materials in order

The teaching portfolio as an argument

“The teaching portfolio then becomes a scholarly case – evidence and conclusions that answer questions…Rather than simply gathering material – student ratings, syllabus, and so on – and sending it to the evaluator, the faculty member would offer a synthetic and carefully organized case. Thus the burden of establishing connections with the evidence and offering coherence throughout would fall on the teacher – who, in turn, would benefit enormously from the process of self-analysis.”


The teaching portfolio as an argument

“To evaluate teaching we then assess the argument. The case becomes the pedagogical equivalent of the scholarly paper, a document intended to capture the scholarship of teaching.”