**TEACHING PORTFOLIOS**

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A ***teaching portfolio*** is “a description of a professor’s major strengths and teaching achievements. It describes documents and materials which collectively suggest the scope and quality of a professor’s teaching performance” (Seldin 1991).

Thus, a teaching portfolio showcases your best work and conveys a sense of yourself and your vision. This portfolio is used to assess your teaching performance. Your teaching portfolio should demonstrate your commitment to and /or impact on:

1. Your own teaching,
2. Your students,
3. Your colleagues, program, department, and institution, and
4. Your discipline.

Your teaching portfolio should provide documented evidence of your teaching from a variety of sources and provide the context for that evidence.

**Components of a Teaching Portfolio**

An effective and complete teaching portfolio includes the following items. This list provides an overview and may not include all possible documentation that can be included in a teaching portfolio. Every teaching portfolio is different, depending on the accomplishments, experience, and qualifications of the individual. Nevertheless, a teaching portfolio attempts to include as many of the listed components.

1. ***Teaching Statement (your teaching philosophy) - Should demonstrate genuine self-reflection!***
* This is a concise, specific statement of your teaching approaches and methods.
* Teaching statement should connect to the university’s mission.
* Teaching philosophy should communicate who you are as a teacher.
* Teaching statement should be forward-looking; provide your teaching goals for the future. Ask yourself*: How do I want my teaching to grow?*
* Typically, teaching statement is 1-3 pages long.
1. Documentation of your teaching
* List of courses taught
* Syllabi
* Assignments
* Exams and quizzes
* Handouts
* Course descriptions – use of technology, bilingual section, service-learning, etc.
* Independent studies
* Videotapes of your teaching
* Course websites and links
1. Documentation of teaching effectiveness
* Student evaluations (Form A, summarized student evaluations)
* Student evaluations (Form B, student’s written comments)
* Peer evaluation- from program director, chair, other colleague who teaches same course
* Letters from students, preferably unsolicited
* Letters from program director, chair, other supervisory faculty
* Statements from alumni about impact
* Reports/evaluations from students’ employers or internship supervisors
1. Materials demonstrating student learning
* Students’ papers, portfolios, journals, or creative works
* Graded work with teacher’s feedback to students
1. Professional development activities ….to improve your teaching
* Participation in teaching workshops or conferences (CeTAL, Digital Academy, etc.)
* Course development (new or substantially revised; revamped)
* Interdisciplinary or collaborative courses or teaching projects
* Use of new methods of teaching, assessing learning, etc.
1. Contributions to the teaching profession and/or your program, department, and institution
* Papers presented on teaching
* Publications in teaching journals
* Editing or contributing to a professional journal in the instructor’s field of study
* Book/textbook reviews
* Service on teaching and textbook committees
* Participation in curriculum revision/development
* Development of course portfolios to facilitate the task of future instructors teaching the course
* Development or evidence of success of internship programs set up by the instructor
* Active roles in the education section of the major disciplinary associations – e.g. NCTE, CCCC, RSA.
1. Teaching awards and recognitions
* Teaching awards from program, department, college, or university
* Teaching awards from discipline (the broader scholarly community)
* Invitations, based on teaching reputation, to speak at professional events, to consult, to give workshops, to submit articles, etc.

**Electronic Teaching Portfolios**

Electronic portfolios differ from print portfolios in several ways:

1. Increased accessibility, making your teaching public
2. Multimedia documents: You can include more than just printed documents (for example, a video footage of you teaching)
3. Copyright and privacy issues: You must consider these when including examples of student work as evidence of your teaching effectiveness.

**Guidelines for Organizing a Teaching Portfolio**

In organizing your teaching portfolio, you must make all the information accessible to the reader. Your organization must be logical and easy to follow. Provide the following:

* Title Page
* Table of Contents
* Summary of portfolio contents
* Tab-separated sections…each one clearly labeled
* Brief content summaries for each section

Note: For the section on documentation of teaching effectiveness, provide a reflection summarizing the evaluations and how you use these to improve your teaching.

Be professional. Be clear. Be thorough. Make sure you revise, edit, and proofread your portfolio.

**Links and Resources**

“Assemble your Teaching Portfolio.” The Center for Teaching and Learning. The University of Texas at Austin.[http://www.utexas.edu/academic/cte/teachfolio.html](http://ctl.utexas.edu/teaching-resources/advance-your-career/assemble-your-teaching-portfolio/%22%20%5Ct%20%22_blank%22%20%5Co%20%22http%3A//ctl.utexas.edu/teaching-resources/advance-your-career/assemble-your-teaching-portfolio/).

Kaplan, Matthew. “The Teaching Portfolio.” The Center for Research on Learning and Teaching. University of Michigan.[http://www.crlt.umich.edu/publinks/CRLT\_no11.pdf](http://www.crlt.umich.edu/publinks/CRLT_no11.pdf%22%20%5Ct%20%22_blank%22%20%5Co%20%22http%3A//www.crlt.umich.edu/publinks/CRLT_no11.pdf)

Rodriguez-Farrar, Hannelore B. Creating a Teaching Portfolio: A Handbook for Faculty, Teaching Assistants and Teaching Fellows. The Sheridan Center for Teaching and Learning. Brown University. 2008.[http://www.brown.edu/Administration/Sheridan\_Center/teaching/documents/T...](http://www.brown.edu/Administration/Sheridan_Center/teaching/documents/TeachingPortfolio.pdf%22%20%5Ct%20%22_blank%22%20%5Co%20%22http%3A//www.brown.edu/Administration/Sheridan_Center/teaching/documents/TeachingPortfolio.pdf).

Seldin, Peter. The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions. Bolton, MA: Anker Publishing Company, Inc. 1991.

Vick, Julia Miller and Jennifer S. Furlong. The Academic Job Search Handbook. 4th ed. Philadelphia: U Pennsylvania P, 2008.