



Teaching Portfolio: Checklist

This checklist is a guide to help you in compiling your teaching portfolio. The purpose of a teaching portfolio is to provide documented evidence of teaching (and teaching proficiency) using artifacts drawn from your teaching. It is also a way to showcase to a search or promotion committee your teaching strengths and achievements. It is important to remember that your Portfolio is a work in progress that you will continue to revise and update as you gain additional experience teaching. Characteristics of a good portfolio are: it is based upon demonstrating the thesis you articulated in your Teaching Philosophy Statement; it is clear and succinct; it avoids jargon when possible and flowery/ambiguous language; it is well organized and visually appealing; and it demonstrates the scope of your teaching goals, values, and methodologies while maintaining coherence.

Tips for creating a strong teaching portfolio:

- Is there evidence of the teaching philosophy statement found throughout the portfolio? Does the philosophy give a clear “picture” of what the instructor does/says and what the students do/say in the classroom?
- Are evaluations/assessments and instructional activities aligned with core learning objectives?
- The portfolio should be organized with a cover page, introduction to the reader, table of contents, and teaching philosophy. The other items should follow a logical sequence; however there is no set order.
- Avoid “grad-speak” – aka language that positions you as an inexperienced graduate student. Do not apologize for any lack of experience which you perceive. You want to speak from a position of confidence and proficiency, even if this is your first time teaching. Begin with what you have done/are doing, while it is ok to talk about what you will do, those future plans should be framed within the context of your experience. A simple method to do this if you have not taught much in the classroom is to refer to the teaching artifacts *which you have designed* ...e.g., a lesson plan (rather than those *which you will teach*...at some unspecified date).

Category	Possible Components
Cover Page	<ul style="list-style-type: none"> <input type="checkbox"/> Name <input type="checkbox"/> Institution and department <input type="checkbox"/> Date <input type="checkbox"/> The words “Teaching Portfolio”
Intro. to the Reader	<ul style="list-style-type: none"> <input type="checkbox"/> <1 page Introduction to reader (search/hiring/grant committee) <input type="checkbox"/> Brief summary of specific teaching experiences and qualifications to date <input type="checkbox"/> 1-sentence summary of your t.phil statement <input type="checkbox"/> Intro to your particular portfolio, organization, items, etc. <input type="checkbox"/> Sign and Date
Table of Contents	<ul style="list-style-type: none"> <input type="checkbox"/> Clear headings and subheadings <input type="checkbox"/> Pagination is correct <input type="checkbox"/> Logical ordering of body and appendices
Teaching Philosophy Statement	<ul style="list-style-type: none"> <input type="checkbox"/> 1-1.5 pages succinct statement of personal teaching goals and values, supported by specific examples. <input type="checkbox"/> Introductory sentence that attracts the reader’s attention <input type="checkbox"/> Up to three main teaching goals you want to accomplish <input type="checkbox"/> Concrete examples of the ways you have applied your methods and materials that support your specific values and goals as an instructor. <input type="checkbox"/> A conclusion that sums things up in a memorable way
Teaching Resume	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching fields specified <input type="checkbox"/> List of courses taught, organized logically, with assignments carrying most responsibility (e.g., teaching an independent course) listed first <input type="checkbox"/> List of courses “prepared to teach” <input type="checkbox"/> Professional development (e.g., teaching workshops attended) <input type="checkbox"/> Any “Contributions to Pedagogy” (e.g. conference presentations/publications on teaching within your discipline) <input type="checkbox"/> Any mentoring experience (e.g., working with a former student to convert a term paper into a conference paper; serving as a judge on an student conference panel) <input type="checkbox"/> Any relevant non-higher ed teaching experience
Lesson Plan + rationale/reflection	<ul style="list-style-type: none"> <input type="checkbox"/> Illustrates how your teaching works toward fulfilling the goals and objectives of your course <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Practical course information [institution, date, department, class title or position during semester. <ul style="list-style-type: none"> - Objectives and how they relate to course goals - Statement on prerequisite knowledge or skills, beyond “attendance at previous class” - Key terms and concepts - Sequence of events and instructional strategies used that address what and how going to teach, so that a reader can envision what you are doing/saying and students are doing/saying (e.g., NOT “review” BUT “Guided review with questions X, Y, Z and individual writing activity.” <input type="checkbox"/> 1 Paragraph to 1 page Rationale addresses how Alignment Model of Teaching informs your lesson in <i>specific</i> ways. <input type="checkbox"/> Rationale and reflection statement addresses some of the following questions: <ul style="list-style-type: none"> - How well did you capture and maintain the attention of the students? How do you know? - How was your content organized? Would you make any changes? - How did you build in relevancy and meaning into the lesson? What did you do to motivate students and maintain interest? Did it work? Describe any revisions.

	<ul style="list-style-type: none"> - Are there areas of the lesson where students had more difficulty? If so, why do you think this occurred? What could you do to remedy it? - In what ways did you check students' understanding? Would you make any changes? - How did your lesson flow given the time constraints of class? Would you modify this and if so, in what ways? - Are there other organizational changes that you would make that have not been addressed?
Syllabus + rationale/reflection	<ul style="list-style-type: none"> <input type="checkbox"/> Create a unique syllabus (e.g., do not reuse a preexisting syllabus designed by someone else) for a class you have taught, are currently teaching, or will teach. A substantially revised existing syllabus may also be appropriate, so long as it is substantially “your own” syllabus. <input type="checkbox"/> You may also choose to include a standard, unmodified departmental syllabus for a course you have taught (perhaps in an appendix), though you should indicate that it is not a syllabus of your own design, but rather a course designed by someone else that you have taught and could teach again. <input type="checkbox"/> Refer to “Syllabus Design Worksheet” and “Syllabus Checklist” in making sure you include all necessary information. <input type="checkbox"/> Write a 0.5 to 1 page rationale that addresses some of these questions: <ul style="list-style-type: none"> - Who are your (projected) students? (Describe how your syllabus fits these students) - How have you planned the course to prepare students to fulfill the course goals? - What instructional techniques will you use? - What sequence of topics do your classes follow and why? - What is the rationale behind your grading scale and assessment techniques? - How do these forms of evaluation meet your goals and objectives for the students?
Student Assignment + rationale/reflection and examples of student work	<ul style="list-style-type: none"> <input type="checkbox"/> Design and implement an assignment (paper, presentation, project, lab, group work, etc.) for students to apply/practice concepts and skills, and receive graded feedback. <input type="checkbox"/> Include <u>one sample of excellent, average, and unsatisfactory student work</u>. <u>Include your feedback</u> (written comments). <input type="checkbox"/> Rationale and reflection statement addresses (1 page): <ul style="list-style-type: none"> - What learning objectives does this assignment promote? How do these learning objectives fit into the objectives for the course as a whole? - Why have you given the assignment its specified grade percentage/weight in the course? - Why is the assignment structured the way it is? What information/resources do students need to complete the assignment, and where would they obtain this? - How do you judge student work? Is there a standardized set of answers or rubric? How should you explain special criteria (e.g., participation, creativity) to the students?
Exam + rationale/reflection and examples of student work	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a midterm or final exam that evaluates the objectives (and related lower objectives) of your course. <input type="checkbox"/> <u>Include table that organizes questions by objective</u>. <input type="checkbox"/> Include a 1 page rationale that describes how the questions relate to overall course goals. <input type="checkbox"/> Include a short reflection statement that addresses: <ul style="list-style-type: none"> - Areas where you might expect your students to have more difficulty than others, and why.

	<input type="checkbox"/> A description of students' performance on the exam (did it go as expected? What was the grade distribution?). Indicate whether you would use this exam again and why (discuss in context of course goals/alignment model)?
Informal Assessment + rationale/reflection	<input type="checkbox"/> Develop and administer an informal in-class assessment. Collect student responses. <input type="checkbox"/> Rationale and reflection statement addresses (1 page): <ul style="list-style-type: none"> - Written description of your IA and summary of results (include specific student comments and reactions) - What type of feedback about student learning did you target? Indicate specific objectives and expected level of competency. - <u>How would you use student feedback from the IA to make future decisions about your teaching?</u> - Did you identify any student misconceptions or lack of understanding? If so, how would you address these in a timely way?
Student Evaluations of Teaching	<input type="checkbox"/> Select evaluations of teaching (scores and comments) included <input type="checkbox"/> A note indicating "full evaluations upon request" included <input type="checkbox"/> Summary chart of change in numerical evaluations over time. <input type="checkbox"/> Reflective statements indicating how you have used particular feedback to make strategic decisions about teaching.
Faculty/Peer Observation	Have a faculty member or colleague observe your class. Include their observations in your final portfolio.
Overall Presentation	<input type="checkbox"/> Professional appearance: <ul style="list-style-type: none"> - Are font sizes, coloring, spacing, etc. consistent and do they aid the reader in processing information? - Can the reader immediately determine who is speaking to whom? (You, your students, the hiring committee, etc.) - Is the portfolio free of grammatical and spelling errors? Is the portfolio polished and ready for a job interview? - If hard copy, are the binder and components professional/clean/aesthetically engaging? - If electronic, is the document easily navigable (e.g., indexed hyperlinks from the TOC, cross-referenced links)? <input type="checkbox"/> Organization: <ul style="list-style-type: none"> - Do the sections have a logical flow? - Does the reader have to search for content? - Does the Table of Contents include all elements, including page #s.