

***Teaching Portfolios***  
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***Common Questions about the Teaching Portfolio***

- ❖ *How time consuming is the preparation of a portfolio?*
- ❖ *Is the portfolio restricted to traditional classroom teaching?*
- ❖ *Can an Impressive portfolio gloss over terrible teaching?*
- ❖ *What kind of background do mentors need?*
- ❖ *Is there a way to self-mentor if there are no trained mentors available?*
- ❖ *How can preparation of a portfolio help new teachers?*
- ❖ *Don't all portfolios look alike?*
- ❖ *Even though portfolios differ considerably from each other, are there certain items, which seem to appear consistently?*
- ❖ *Are student ratings actually inserted into the portfolios?*
- ❖ *How can faculty members demonstrate continuous efforts to improve their instruction?*
- ❖ *Should all evidence in the portfolio be explained?*
- ❖ *How important is a section on student learning in a teaching portfolio?*
- ❖ *What guidelines would you suggest for getting started with portfolios?*
- ❖ *Can graduate teaching assistants develop a worthwhile portfolio?*

Seldin, Peter. *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*. 1997. Anker Publishing Company, Inc. Bolton, MA.

### ***Six Steps in Creating a Teaching Portfolio***

- 1. Summarize teaching responsibilities*
- 2. Describe your approach to teaching*
- 3. Select items for the portfolio*
- 4. Prepare statements on each item*
- 5. Arrange the items in order*
- 6. Compile the supporting data*

### ***Suggested Checklist for Evaluation of Teaching Portfolio***

- ❑ Does the portfolio include current information?
- ❑ Does the portfolio balance information from self, from others, and from products of student learning?
- ❑ Is there coherence among the various components of the portfolio, revealing demonstrated effectiveness in practice tied to an articulated philosophy?
- ❑ Does the portfolio demonstrate teaching consistent with departmental and institutional strategic priorities and mission?
- ❑ What constitutes valid documentation and evidence?
- ❑ Are multiple, selective sources of information included, offering a diverse and objective assessment of teaching?
- ❑ Does the portfolio adequately supplement narrative description, analysis, and goals with empirical evidence in the appendix?
- ❑ Does the portfolio include a core of agreed-upon seminal statements with accompanying evidence?
- ❑ Do products of student learning reveal successful teaching?
- ❑ Does the portfolio provide evidence of efforts to improve teaching? Is there evidence of improvement in methods, materials, evaluations, and goals?
- ❑ Is the portfolio the only source of information on teaching effectiveness? Is it complemented by additional materials and corroborative information about the professor's complex and varied roles?
- ❑ How does the portfolio profile individual style, achievements, and discipline? Is a strong case made in both narrative and documentation in the appendix for the complexity and individuality of a professor's particular teaching effort in a particular discipline with a particular group of students?
- ❑ Does the portfolio meet established length requirements?