

Teaching Portfolios for Performance Evaluations
Council on Learning, Northern Arizona University
Draft, 18 March 2015

What is a teaching portfolio?

“Fundamentally, a teaching portfolio is similar to an artist's portfolio: **a sampling of the breadth, depth and quality of one's work, in order to convey one's abilities, strengths or style, and achievements.** But unlike an artist's portfolio, it must display work indirectly, through descriptions, documents and various forms of evidence.”

<http://cetalweb.utep.edu/sun/CETaL/resources/portfolios/intro.htm>

“A "teaching portfolio" is a compilation of information about a faculty member's teaching, made by that faculty member, often for use in consideration for tenure or promotion. It is not, in itself, an instrument for teaching evaluation, but a vehicle for presenting information which may include results of evaluations and which may itself contribute to evaluation. It can therefore be selective, emphasizing the positive--to serve as a showcase for the faculty member's achievements in teaching, not necessarily a comprehensive or balanced picture of everything.”

<http://www.wsu.edu/provost/teaching.htm>

Why use teaching portfolios in performance evaluations?

- Portfolios provide documented evidence of teaching from a variety of sources—not just student ratings—and provide context for that evidence.
- The process of selecting and organizing material for a portfolio can help one reflect on and improve one's teaching.
- Portfolios are a step toward a more public, professional view of teaching as a scholarly activity.
- Portfolios can offer a look at development over time, helping one see teaching as an ongoing process of inquiry, experimentation, and reflection.
- Teaching portfolios capture evidence of one's entire teaching career, in contrast to what are called course portfolios that capture evidence related to a single course.

<http://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/>

Teaching portfolios--and the process of creating or revising one--can have many **benefits** or roles:

- provide an occasion for reflection:
 - on teaching goals
 - on teacher-student relationships
 - on effectiveness of teaching strategies
 - on alternative methods for teaching and assessing teaching
- enhance awareness of teaching methods
- showcase a teacher's skills, growth and range
- document teaching and its effectiveness
- [profile a specific course](#) or teaching methods for other teachers
- promote professional dialogue about teaching and growth towards an active teaching community
- record recognition of scholarship, presentations and awards on teaching

One may well view teaching portfolios as parallel to the more familiar process of presenting one's research achievements. After all, it is appropriate to view [Teaching as a Scholarly Activity](#). So, too, is documenting it and sharing it. These reflective and communal activities are a form of personal growth. Ideally, then, one might see the teaching portfolio as an extension of one's curriculum vitae (CV).

<http://cetalweb.utep.edu/sun/CETaL/resources/portfolios/intro.htm>

What should be included in a teaching portfolio?

Contents can vary depending on the discipline and the purpose of the portfolio. Components can include:

- Teaching responsibilities
 - Course load
 - Number of students
 - Extracurricular duties (advising student groups, student advising, etc.)
- Evidence from students
 - Midterm feedback
 - Classroom Assessment Techniques
 - Small Group Instructional Diagnosis
 - Discursive evaluations
 - End-of-term feedback
 - Quantitative evaluations
 - Discursive evaluations
- Evidence from non-students
 - Peers, advisors, and other faculty
 - Written feedback from a classroom observation that details judgment on teaching
 - Written feedback that details judgment on course materials, such as handouts, exams, and syllabi
 - Written documentation that details teaching contribution to the department
 - Evaluations from other faculty in team-taught courses.
 - Statements from colleagues who have reviewed the professor's teaching materials, such as course syllabi, assignments, testing and grading practices. Data can be solicited from outside reviewers on these documents by inviting review from others teaching similar material at similar institutions.
 - Honors or other recognition such as a distinguished teaching award or nomination for such an award
 - A statement by the department chair assessing the instructor's teaching contributions to the department.
 - Documentation from outside consultants
 - Written feedback from a classroom observation that details strengths as well as areas for improvement
 - Written summary from a classroom videotaping that details strengths as well as areas for improvement
 - Written summary of open-ended comments from student evaluations of instruction that details strengths as well as areas for improvement
 - Written summary from midcourse feedback that details areas of strength as well as areas for improvement
 - Written summary that details the teaching improvement work that you did with the consultant
- Reflective pieces
 - Statement of teaching philosophy
 - Descriptions of instructional innovations attempted and evaluations of their effectiveness.

- Statement of long-term teaching goals
- Documentation of professional development
 - Documentation of teaching development activities, such as attendance at conferences or workshops on teaching either locally or at professional conferences.
 - Contributions to, or editing of a professional journal on teaching in the discipline.
 - Service on professional society committees or University committees dealing with curriculum or teaching issues.
 - Reviews of textbooks in the faculty member's field
- Artifacts of teaching and learning
 - Recordings of classes
 - Syllabi
 - Lesson plans
 - Assessments
 - Teacher-produced class materials
 - Samples of graded student work
 - Student portfolios or journals documenting progress throughout the semester

How to evaluate instruction using teaching portfolios

There are a variety of checklists and rubrics available. Some examples:

<http://www.crlt.umich.edu/gsis/onedayPFF2005/TeachingPhilosophyRubric.pdf>

<http://cetalweb.utep.edu/sun/CETaL/resources/portfolios/evaluate.htm>

<http://cetalweb.utep.edu/sun/CETaL/resources/portfolios/evalform-CONVERT.htm>

- Does the portfolio include current information?
- Does the portfolio balance information from self, from others, and from products of students 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 missions?
- 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?
- How clearly and specifically does the portfolio reveal the relevance of professional development, research, and scholarship to the teaching enterprise?
- 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, goals?
- Is the portfolio the only source of information on teaching effectiveness? Or is it complemented by additional materials and corroborative information about a professor's complex and varied roles?
- How does the portfolio profile individual style, achievements, 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 teaching effort in a particular discipline with a particular groups of students?
- Does the portfolio meet established length requirements?

Peter Seldin, from The Teaching Portfolio. 2nd Edition. Bolton, MA: Anker,1997. 43-44

Additional resources on creating teaching portfolios and using them in performance evaluations

<http://ucat.osu.edu/read/teaching-portfolio>

http://cet.usc.edu/resources/academic_resources/checklist.html

<http://cetalweb.utep.edu/sun/CETaL/resources/portfolios/>

<http://ctl.utexas.edu/teaching/professional-development/teaching-portfolio>

<http://www.wsu.edu/provost/teaching.htm>

<http://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/>

<http://pareonline.net/getvn.asp?v=4&n=1>

<http://www.crlt.umich.edu/gsis/onedayPFF2005/TeachingPhilosophyRubric.pdf>