



Form T4 - TEACHING PORTFOLIO

Instructions: *This form serves two purposes:*

1. *Part I provides to the instructor a set of guidelines to assemble and develop, over the years, a teaching portfolio.*
2. *Part II provides to the DPC the key questions to be answered on a quantitative and a qualitative basis.*

Part II is to be addressed and filled by the DPC based on the notes provided.

This form is 4 pages long. Make sure that all 4 pages are provided.

Part I: To the instructor

What is a teaching Portfolio?

- Factual description of a professor's teaching strengths and accomplishments.
- Documents and materials, which collectively suggest the scope and quality of a professor's teaching performance.
- A compilation of information about a faculty member's teaching, made by that faculty member.
- It presents selected information on teaching activities and solid evidence of their effectiveness. Every claim in a teaching portfolio should be supported by evidence.

Why would faculty members want to take the time and trouble to prepare a teaching portfolio?

- Document for themselves how their teaching has evolved over time;
- Prepare materials about their teaching effectiveness when applying for a promotion;
- Share their expertise and experience with younger faculty members;
- Provide teaching tips about a specific course for new or part-time faculty;
- Seek teaching awards or grants relating to teaching;
- Leave a written document within the department so that future generations of teachers, which will be taking over the courses of other professors, will have the benefit of their thinking and experience.

What items might be included in a teaching portfolio? (Sample outline)

1. Teaching responsibilities
 - a. Teaching Load
 - b. New Courses Developed
 - c. Thesis and Projects supervised
 - d. Advising
2. Statement of Teaching Philosophy
 - A compact but thoughtful statement about the faculty member's intentions and aspirations intentions.

3. Teaching Goals: Short- and Long-term
4. Teaching Methodology, Strategies, Objectives
 - Reflective essay describing teaching philosophy, goals and methods.
5. Description of Course Materials (Syllabi, handouts, assignments)
6. Efforts to improve Teaching
 - a) Conferences/Workshops Attended
 - b) Curricular Revisions
7. Student Ratings and Evaluations
8. Products of Teaching (Evidence of Student Learning)
9. Appendices

Note:

Benefits: Teaching portfolio provides an opportunity for instructors to articulate their teaching philosophy, review their teaching goals and objectives, assess the effectiveness of their classroom practice, and identify areas of strength and opportunities for improvement. It also highlights an instructor's range of responsibilities, accomplishments, and contributions to teaching and learning more generally within the department and/or university community.

Limitations: It is important to note that the teaching portfolio is not meant to be an exhaustive compilation of all the documents and materials that bear on an instructor's teaching performance; rather it should present a selection of information organized in a way that gives a comprehensive and accurate summary of teaching activities and effectiveness.

Part II: To the evaluator

TEACHING PORTFOLIO ASSESSMENT

"teaching effectiveness, including mastery of the subject, dedication in development, preparation and presentation of material, generation of interest and understanding for the subject in students, and maintenance of appropriate academic standards"

A teaching portfolio can be used for *summative* evaluation (to evaluate teaching performance and provide a rational basis for promotion decisions) or *formative* evaluation (to help identify and correct teaching problems). The main concern of Teaching Portfolio evaluation is subjectivity. In order to minimize subjectivity in evaluating the Teaching Portfolio, the evaluation form can be comprised from three areas:

- 1- **Course Content:** relates to the material given in class, its appropriateness within the larger curriculum and its mapping to the program objectives and teaching philosophy.
- 2- **Process:** relates to the process of reflection itself. Ideally there should be "fit" between what an educator believes, what he/she does.

3- **Development:** relates to the process of developing practice. An obvious way to manage the inconsistency between what the lecturer believes, what she does and how others experience what she does. There might well be some inconsistencies between the instructor's objectives and students' feedback. What is all important is that the inconsistency is managed.

Base on these mandated items, the following form was designed. The form is divided into two parts: a Likert-type evaluation of predetermined qualities and specific questions, and a qualitative part for some discussion of specific issues. The Likert-type scale could be as follows:

Exceptional – Highly Effective – Acceptable – Incomplete.

TEACHING PORTFOLIO ASSESSMENT FORM

CONTENT

Teaching Strategies and Materials

The teaching portfolio contains evidence of courses description and of methods and materials clearly aligned with the learning goals of the individual's courses, the backgrounds and purposes of his/her students, and the nature of her/his subjects.

Teaching Philosophy Statement

The teaching philosophy statement describes well how institutional goals and mission statement are reflected in the professor's teaching objectives. It also mentions the chosen method of teaching and clearly explains the outcomes of such a method.

Content Expertise

The teaching portfolio contains evidence of the use of well-regarded and current data and practices in teaching.

PROCESS

Teaching Process

The teaching portfolio contains evidence that demonstrates consistency between what the lecturer believes, what he/she does and how others experience what he/she does.

Service to Students, Institution levels

The teaching portfolio contains evidence that demonstrates considerable contributions to professional organization and activities that strengthen his/her teaching as well as involvement in teaching and learning issues at the university level.

Assessment of Student Learning and Performance

The teaching portfolio contains evidence that demonstrates good standards for students' assessment and rigorous, learning-focused evaluation criteria.

DEVELOPMENT

Professional Development

The teaching portfolio contains evidence of how others (peer review, students, past evaluation,..) experienced the lecturer's teaching. If suggestions and comments are made, the instructor has reflected upon them and either provided reasons why they should not be incorporated into his/her teaching or outlined how they will be built into future work.

Course Material and their Development

The teaching portfolio contains evidence that demonstrates good quality of course materials (clear learning objectives, different student assessment methods, good material organization and presentation) and good care and attention to their continual development and refinement

SPECIAL CONSIDERATION (Please check)

- Length of outstanding teaching record
- Scholarly writing about teaching/learning in the instructor's field
- Recognition and awards received
- Breadth of service and professional activities
- Other:

Discussion Notes

1. What do you think are the main strengths in the instructor's Teaching Portfolio? (Teaching strategies and materials, Content expertise and professional growth, Service to students and institution, Standard for assessment of student learning and performance)
2. What do you think are the main weaknesses in the instructor's Teaching Portfolio? (Teaching strategies and materials, Content expertise and professional growth, Service to students and institution, Standard for assessment of student learning and performance)
3. Is there evidence of innovation and/or "original" practice?