

Developing an Effective Teaching Portfolio





Guidebook

Preparing a Teaching Portfolio



PAUL R. MACPHERSON INSTITUTE
FOR LEADERSHIP, INNOVATION
AND EXCELLENCE IN TEACHING

<https://ecampusontario.pressbooks.pub/teachingportfolioguide/>

What is a teaching portfolio?

a “collection of documents illustrating the excellence (quantity and quality) and engagement (scholarly work and scholarship) of an educator’s teaching activities. It goes beyond the teaching activity section of a curriculum vitae (CV), documenting activities across all domains of educator activities, from teaching to curriculum development, learner assessment, advising and mentoring, and leadership and administration.”

Sheakley (2022)

What is a teaching portfolio?

a “collection of documents illustrating the excellence (quantity and quality) and engagement (scholarly work and scholarship) of an educator’s teaching activities. It goes beyond the teaching activity section of a curriculum vitae (CV), documenting activities across all domains of educator activities, from teaching to curriculum development, learner assessment, advising and mentoring, and leadership and administration.”

Sheakley (2022)

What is a teaching portfolio?

Creating an authentic, growth-oriented, scholarly, and compelling portfolio entails a sequence of deliberate steps, including reflection, collection, expression, selection, and connection, underscoring its significance as a dynamic and evolving testament to an educator's professional journey.

What is a teaching portfolio?

An authentic, growth-oriented, scholarly, and compelling portfolio entails a sequence of deliberate steps, including reflection, collection, expression, selection, and connection, underscoring its significance as a dynamic and evolving testament to an educator's professional journey.

Policies to review

- SPSB1 - Procedures for the Assessment of Teaching
- SPSB2 - Teaching Portfolios
 - Lets review!

Policies

- The portfolio consists of two main parts:
 - a)Part A – Executive Summary**
 - b)Part B – Supporting Documentation**

Policies

Part A – Executive Summary

- I. description of responsibilities and mechanism of evaluation drawn from the appointment letter, or updates thereto (maximum one page);
- II. description of teaching approach/philosophy (about one page);
- III. description of teaching practice, including examples of how the approach/philosophy has been realized, or how teaching has been adapted to unusual conditions (one to two pages);
- IV. description of contributions to teaching, for example, course design, publications and research on teaching and learning, presentations on teaching and learning, professional development, educational leadership, reports on issues pertaining to teaching and learning (about one page);
- V. Complete details of responses to the summative question in the student feedback on all courses taught over the past five years. The information should be set in the context of all the teaching done in the department. It is the responsibility of the Department Chair to provide all instructors with contextual data for all the courses given in each term

Policies

Part B – Supporting Documentation

Optional and may contain additional material
compiled by the faculty member in support of Part A.

Student comments are **not** to be included in the Executive Summary – Part A, or in the Departmental Evaluation Report.

Insider Tip:

**Consider who will be
reviewing your portfolio
and why**

What vs. How



Insider Tip:

**Consider how you
contribute to University,
Faculty, Department
strategic priorities**

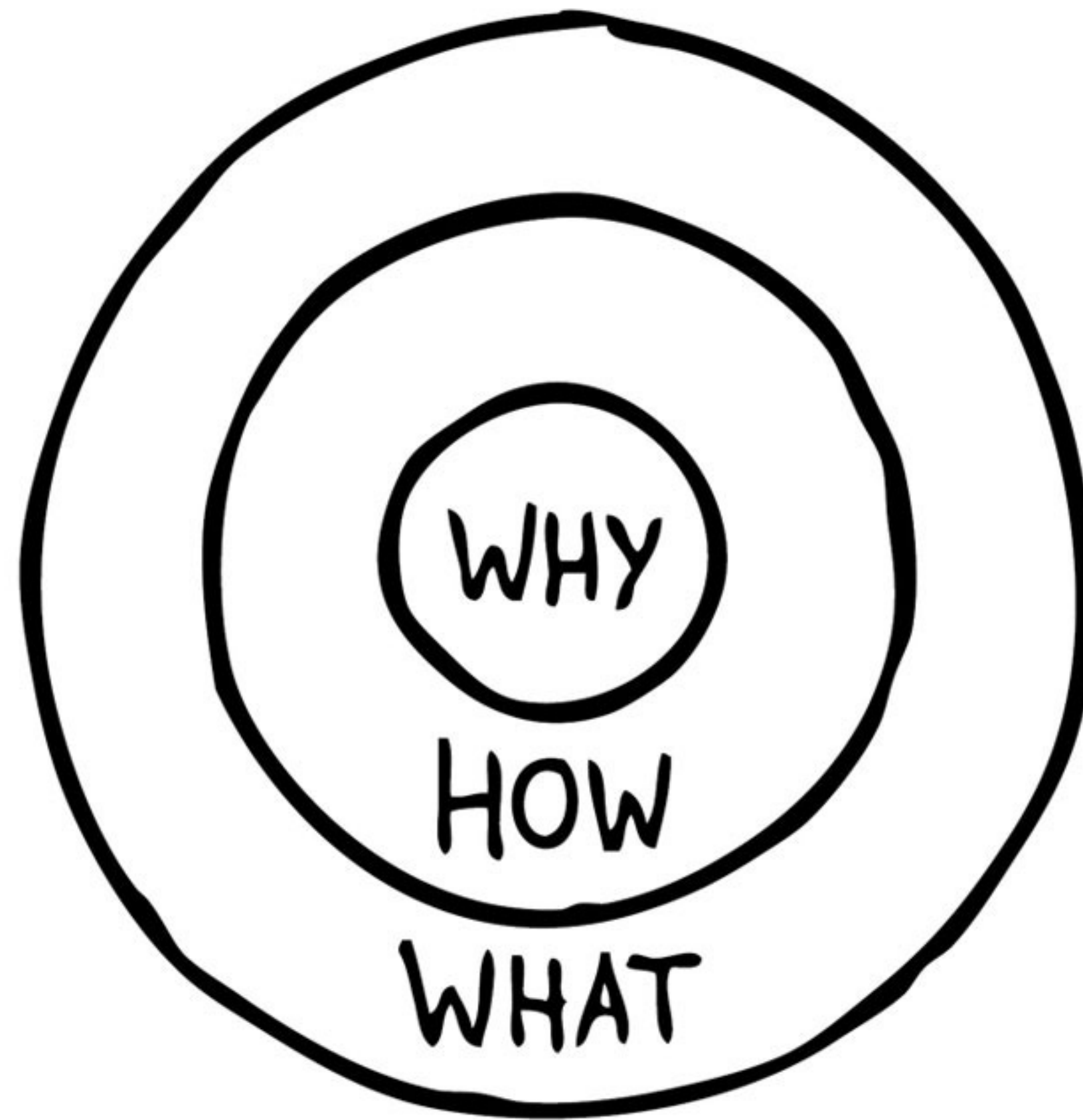
Teaching Philosophy

Teaching Philosophy

- One Page
- Communicates values, beliefs, and approaches to teaching and learning
- Demonstrate institutional fit with your department, Faculty, and McMaster
- Align with what is conveyed throughout the rest of your portfolio.

Teaching Philosophy

- Authentic and personal
- Connect to evidence
- Reflective/Developmental
- Concise and organized



Policies

Part A – Executive Summary

- I. description of responsibilities and mechanism of evaluation drawn from the appointment letter, or updates thereto (maximum one page);
- II. description of teaching approach/philosophy (about one page); **WHY**
- III. description of teaching practice, including examples of how the approach/philosophy has been realized, or how teaching has been adapted to unusual conditions (one to two pages); **WHAT**
- IV. description of contributions to teaching, for example, course design, publications and research on teaching and learning, presentations on teaching and learning, professional development, educational leadership, reports on issues pertaining to teaching and learning (about one page); **HOW**
- V. Complete details of responses to the summative question in the student feedback on all courses taught over the past five years. The information should be set in the context of all the teaching done in the department. It is the responsibility of the Department Chair to provide all instructors with contextual data for all the courses given in each term

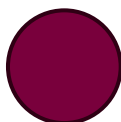
Teaching Philosophy

Teaching Beliefs

- Who or what (e.g., a specific impactful learning experience, key teaching and learning literature) has influenced my thinking about good teaching? How does my identity and positionality (e.g., culture) influence my perceptions about my role as an educator?
- When have I felt most engaged and affirmed in my teaching, and why?
- What does it mean to be a good educator in my teaching context?
- What does it mean to be a good student in my discipline?

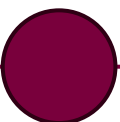


Create Alignment



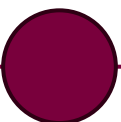
Philosophy

- I believe students are individuals and should be treated as such



Practice

- Use UDL principles of multiple means of engagement
- Created alternative assessments



Contributions

- UDL conference
- Published article on how M/C doesn't assess learning
- Redesigned course
- Held faculty workshops

Get Feedback

Feedback

- Choose someone that is familiar with your context
- Chair is the most accurate source for tenure, permanence and promotion
- Be specific – make it clear what you want feedback on, focus on few items, consider a rubric
- Get feedback from peers – IDEC(Instructor Development and Evaluation Committee)
- Request a consultation from an educational developer

Get Feedback

Feedback

- Chair is the most accurate source for tenure, permanence and promotion

Insider Tip:

Examples of evidence in a teaching portfolio

Resources

Teaching Portfolio Templates

- a) [Word Format](#)
- b) [LaTeX Format](#)

MI Learning Catalogue

[Crafting a Teaching philosophy Statement](#)

UCalgary

[Example Philosophy Statements](#)

Insider Tip:

Learning never stops