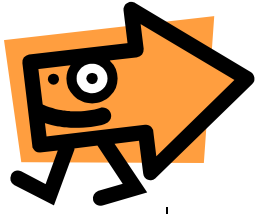


My Evidence

Scholarly Growth Summary

Item #

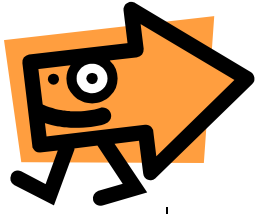
Item #	



My Evidence Service Summary

Item #

Item #	



My Evidence Teaching Summary

Item #

Item #	

The Teaching Portfolio Workshop



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"Portfolios are messy to construct, cumbersome to store, difficult to score, and vulnerable to misrepresentation. But in ways that no other assessment can, portfolios prove a connection to the contexts and personal histories that characterize real teaching and make it possible to document the unfolding of both teaching and learning over time"

-- Lee Shulman (1988)

[Go to the Workshop](#)

http://www.clarion.edu/ltc/workshops/portfolios/teaching_portfolio_workshop.htm

The Plan

- Who has done a teaching portfolio?
- What do we know about teaching portfolios?
- Why do a teaching portfolio?
- Who is your audience?
- What technologies are needed to create your portfolio?
- What are the [characteristics](#) of effective portfolios?

The Process

- Evaluating teaching portfolios I [exercise 1](#)
- Identify artifacts for your professional portfolio I [exercise 2](#)
- [Gather your evidence](#) I [ed syllabi](#)
- [Organize your evidence](#) I [examples](#) (Iowa State Center for Teaching Excellence)
- Articulate your philosophy of teaching I [exercise 3](#) I [resource](#) (EKU Teaching & Learning Center)
- [Explore Adobe Acrobat](#) I [Helen Barrett's ePortfolios](#)
 - Convert artifacts to PDF I set up an electronic filing system
 - Create a PDF document from an image file
 - Format properties - consistency - design
 - Insert pages I Menu Bar>Document>Insert Pages
 - Create bookmarks I Bookmark Tab>Bookmark DropDown Arrow>New Bookmark
 - Add hyperlinks I Link Tool Icon>Click/Drag around area to link>Action=Go To View>Scroll to Page to Link to>Click SET LINK button

The Product

- Title page with your picture or other image
- Table of contents I [example](#) (based on Article 12 of the Faculty Contract)
- Artifacts

Resources

- [Teaching Portfolio Literature and Web Resources](#)
- [Sample Portfolios](#)

The Harriet W. Sheridan Center for Teaching and Learning at Brown University:

http://www.brown.edu/Administration/Sheridan_Center/pubs/teacport.html

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Characteristics of Effective Portfolios

A study by Ross, Bondy, Hartle, Lamme, and Webb (1995) had 5 qualitative researchers evaluate the effectiveness of teaching portfolios. The portfolios were from the University of Florida for the Teaching Improvement Program. The study was designed to identify the characteristics of effective portfolios, and the researchers suggest 7 guidelines for portfolio development based on the portfolios in this study.

Effective portfolios have the following:

- some standard sets of content
- some standardized context data (list of courses, taught, enrollment in courses, whether the course was in an auditorium or was a small lecture course, etc.)
- a teaching statement
- evidence of effort to improve instruction
- multiple sources of evidence to support claims of effectiveness
- all evidence explained
- limited amounts of evidence

Exercise 1 - Evaluating Teaching Portfolios

1. Review the sample teaching portfolios at the CETAL site at the University of Texas using the [characteristics of effective portfolios](#) as outlined by Ross, Bondy, Hartle, Lamme, and Webb (1995).
<http://www.utep.edu/~cetal/portfoli/samples.htm>
2. Working in groups of 2, use the [rubric for evaluating teaching portfolios](#) (Excel) to review at least one portfolio in each group (business, education, engineering, health sciences, liberal arts, science) and rank on a score of 1 (worst) - 5 (best). Report to the class the rankings.
3. Share with the class which teaching portfolios you thought were the best and why. Share which were the worst and why.

Exercise 2 - Identify Artifacts

1. Using the [teaching portfolio artifacts worksheet](#) (Word) based on the Clarion University APSCUF faculty contract, identify artifacts that you would use in your professional portfolio. You may use the evidence sheets below to add additional items to your artifact list. (Note: the item numbers on the evidence sheets refer to the item numbers on the worksheets.)
[Teaching Summary](#) (pdf)
[Scholarly Growth](#) (pdf)
[Service Summary](#) (pdf)

Exercise 3 - Articulate Your Philosophy of Teaching

1. Review the approaches for reflecting on and expressing a teaching philosophy ([Articulating Your Philosophy of Teaching](#)).
2. Share how you might revise your teaching philosophy or create a new one. Review the resource link ([Tips for Preparing a Teaching Philosophy](#)).
3. Explore the [sample essay formats](#) for philosophy of teaching statements. Choose one and comment on it.

Web Sites Referenced Above:
CETAL - University of Texas

<http://www.utep.edu/~cetal/portfoli/writetps.htm>

Eastern Kentucky University's Teaching and Learning Center

http://www.tlc.eku.edu/tips_preparing_philosophy.htm

Ohio State Department of Education Office of Faculty and TA Development

http://www.acs.ohio-state.edu/education/ftad/portfolio/philosophy/phil_sampl.htm

Teaching Portfolio Format (based on Article 12 Faculty Contract)

Title Page

Faculty Member's Name

Department/College

Institution

Date

Table of Contents

Teaching Summary

- Student Evaluations
- Peer Evaluations
- Classroom Visitations
- Quality of Syllabi
- Quality of Student Advisement
- Willingness to Accept Departmental Work Assignments
- Timely Execution of Work Assignments
- Any other Data Deemed Appropriate and Agreed to by the Faculty and Administration at Local Meet and Discuss

Scholarly Growth Summary

- Development of Experimental Programs (including distance education)
- Papers Delivered at National and Regional Meetings of Professional Societies
- Regional and National Awards
- Offices held in Professional Organizations
- Meetings of Professional Organizations
- Invitational Lectures Given
- Participation in Panels at Regional and National Meetings of Professional Organizations
- Grant Acquisitions
- Editorships of Professional Journals
- Participation in Juried Shows
- Program-Related Projects
- Quality of Musical or Theatrical Performances
- Participation in One-Person or Invitational Shows
- Consultantships
- Research Projects and Publication Record

- Additional Graduate Work
- Contribution to the Scholarly Growth of One's Peers
- Any other Data Agreed to by the Faculty and Administration at local Meet and Discuss

Service Summary

- Quality of Participation in Program, Department, College and University Committees
- Development of New Course(s) or Program(s)
- APSCUF Activity Contributing to the Governance of the University
- Participation in University-wide Colloquia
- Training or Assisting other Faculty Members in the use of Distance Education Technology
- Voluntary Membership in Professionally oriented, Community Based Organizations Reasonable Related to the Faculty Member's Discipline
- Lectures and Consultations
- Consulting with Local and Area Agencies and Organizations
- Any Other Data Agreed to by the Faculty and Administration at Local Meet and Discuss

Appendices

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Teaching Portfolio Resources

Literature

Chism, Nancy Van Note. "Developing a Philosophy of Teaching Statement." *Essays on Teaching Excellence: Toward the Best in the Academy* 9.3 (1997-98).

Edgerton, Russell, Patricia Hutchings, and Kathleen Quinlan. *The Teaching Portfolio: Capturing the Scholarship in Teaching*. Washington, D.C.: American Association for Higher Education, 1993.

Seldin, Peter. *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions, 2nd ed.* Bolton, MA: Anker (1997).

Seldin, Peter, et al. *Successful Use of Teaching Portfolios* (Bolton, MA: Anker Publishing Company, Inc., 1993).

Shulman, Lee and Patricia Hutchings. 1994. "[Teaching as Scholarship: Reflections on a Syllabus.](#)"

From Idea to Prototype: The Peer Review of ETeaching. Washington, D.C.: AAHE.

Web Sites

Brown University's Harriet W. Sheridan Center for Teaching and Learning

http://www.brown.edu/Administration/Sheridan_Center/pubs/teacport.html

Evaluating Teaching Through Portfolios

<http://www.utep.edu/~cetal/portfoli/evaluate.htm>

Eastern Kentucky University Teaching and Learning Center

Preparing a Teaching Philosophy

http://www.tlc.eku.edu/tips_preparing_philosophy.htm

Excerpts from Peter Seldin's book "The Teaching Portfolio - A practical guide to improved performance and promotion/tenure decisions, 2nd Ed."

http://www.lgu.ac.uk/deliberations/portfolios/ICED_workshop/seldin_book.html

Penn State Center for Excellence in Learning & Teaching

Designing a Teaching Portfolio

<http://www.psu.edu/celt/portfolio.html>

Teaching Portfolio Links

<http://www.psu.edu/celt/portfoliolinks.html>

The University of Tennessee at Chattanooga Teaching Portfolios

<http://www.utc.edu/Teaching-Resource-Center/PORTFO1.HTM>

The University of Texas El Paso

Introduction to Teaching Portfolios

<http://www.utep.edu/~cetal/portfoli/intro.htm>

University of Texas Center for Teaching Effectiveness

Preparing a Teaching Portfolio: A Guidebook

<http://www.utexas.edu/academic/cte/teachfolio.html>

University of Virginia Teaching Resource Center

Teaching Portfolios

<http://trc.virginia.edu/Workshops/Portfolio.htm>

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