

Suggestions for Constructing a Teaching Portfolio

Below are suggestions and considerations to help you construct a Teaching Portfolio. There are many other aspects that might be included in each of the sections, as there are many different materials, forms of evidence and documentation that may be appropriate for the appendices to reflect your achievements and contributions to teaching and learning excellence at Tulane.

Section 1. Personal Philosophy of Teaching and Learning

This section includes a reflective statement of your personal theory of teaching and learning. For example, what happens inside a student when learning occurs? How does your approach to teaching facilitate this process? How do you contribute to the teaching mission of your department and School? Other points might include your beliefs about what should be learned (goals), the roles and responsibilities of teachers and learners in the teaching/learning process, and the elements you consider critical to an effective learning environment. This section is typically several paragraphs, but not more than a typed page.

Section 2. Teaching and Learning Responsibilities

This section provides a summary of your teaching activities across time, settings, and audience. Up-to-date listings of courses taught should be included in this section.

Section 3. Teaching/Learning Methods and Strategies

The narrative in this section should focus on descriptions of the various teaching/learning methods and strategies you use effectively in working with learners. For example, how do you teach? Why do you teach the way you do? Why do you believe these methods and strategies are effective? In what ways do you intend to enhance your teaching methods and strategies in the future? Why? A corresponding appendix is may be included with the section to provide documentation and evidence to support your professional reflections for this section.

Section 4. Methods to Assess and Evaluate Students' Learning

This section focuses on representing and explaining how you determine the extent of students' learning, development, and achievement of specific learning goals. For this section, you may find it helpful to consider *assessment* as the ongoing, systematic collection of information and *evaluation* as using and interpreting the results of assessment to decide whether students have met learning goals (i.e., evaluation criteria). As you develop this section of your portfolio, consider the following: What types of methods and tools have you developed and/or used to determine the extent to which students have learned and developed? Have you developed self-assessment or practice assessment tools that students can use during their learning/study process to obtain specific feedback about their progress? How have you ensured that the assessment and evaluation methods are reliable (i.e., provide consistent and dependable results) and valid (tools/instruments measure what they purport to measure)? When these processes are the result of team/collaborative efforts, how have you contributed to the reliability and validity of assessment and evaluation methods? The appendix for this section might include, but not be limited to, the following materials: examples of tests or other student evaluation procedures/tools, evaluation and

test development protocols, test results, test item analyses, evaluation policies, peer reviews of evaluation methods.

Section 5. Assessment and Evaluation of Teaching Effectiveness

While the previous section focuses on determining the extent to which students learn and develop, this section focuses on determining the extent to which teaching methods and strategies you use are effective. As you develop this section, please consider not only the results of such assessments and evaluations, but also how you have used these results to monitor and improve your teaching and learning effectiveness. The appendix for this section might include, but not be limited to, the following materials: formal and informal evaluations of your teaching effectiveness from students, peer observations and reviews of your teaching, and invitations to teach and/or consult with others about matters related to teaching and learning. Unsolicited and solicited letters from students and colleagues about your teaching excellence might also be included, with unsolicited contributions being preferred. Materials included in the appendix should be carefully selected for inclusion and references to these items in the narrative should be specific and purposeful.

Section 6. Course and Curriculum Development, Innovations in Education

Please describe in this section your involvement and achievements in designing new courses or curricula, course syllabi and materials, and innovative approaches to teaching and learning. This section focuses on the activities and developments in which you have been involved significantly in the planning and implementation that typically occurs to establish or substantially revise an educational program or curriculum. As you develop this section of your portfolio, please consider the program and curriculum development projects in which you have had primary responsibility for one or more of the following components: developing educational objectives; sequencing content and teaching and learning units to achieve the learning objectives; selection and development of teaching and learning methods or activities; preparation of syllabi, handouts, and supplemental materials; and evaluation of students' learning and/or course/program effectiveness. Documentation in the appendix for this section might include, but not be limited to, the following: examples of documents reflecting one or more of the above components, peer reviews or external reviews of the program/course, reviews or evaluation by education specialists, student evaluations or feedback about the effectiveness of the program/course.

Section 7. Teaching and Learning Materials (e.g., syllabi, assignments, handouts, supplemental materials)

While the previous section focuses on course or program level developments and achievements, this section focuses on specific teaching and learning materials that you use in teaching particular classes or a series of classes within a required or elective program or course. In this section, your narrative focuses on the selection or development and use of specific materials used in regular classroom instruction as well as in teaching and learning in special settings such as one-on-one or small group teaching in a laboratory, clinical, or community setting. The appendix for this section might contain examples of handouts, review materials, models, and teaching and learning modules that you have developed to support specific learning outcomes (e.g., interactive small group sessions, problem based learning cases, computer- or network-based materials, laboratory manuals, and so on).